DOCUMENT RESUME

ED 164 752 08 CE 016 509

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TITLE Competency-Based Vocational Education Administrator Module. Establish a Student Placement Service and Coordinate Follow-up Studies. Leadership and Training Series No. 58B-4.
INSTITUTION Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
BUREAU NO 498AH50193
PUB DATE Sep 77
GRANT G007501702
NOTE 99p.; For related documents see CE 016 503-511 ; Due to colored background parts may not reproduce clearly
AVAILABLE FROM National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($6.75)

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS *Administrator Education; Check Lists; *Followup Studies; Inservice Education; *Learning Modules; *Performance Based Teacher Education; Preservice Education; Program Coordination; *Student Placement; *Vocational Education

ABSTRACT

This learning module on establishing a student placement service and coordinating follow-up studies is one of six competency based modules designed for both preservice and inservice education of vocational education administrators. It discusses the rationale and objectives for a school-based placement service. Topics discussed include assessing student and community needs, using the services of a placement planning committee, and types of follow-up studies. Provided are four self-paced learning activities including performance objectives, information sheets and student self-checks with model answers provided. The fourth learning activity (to be performed in an actual setting) is to be assessed by a qualified resource person. A performance assessment form for this final activity is provided. Also contained in this module is a list of resources (materials, people) needed for the activities and a list of defined terms used in the modules. This module is basically self-contained, but it is recommended that a qualified resource person guide, assist, and evaluate the learner's progress. (A final report of the project that developed these modules is available in two documents--CE 016 505-506. A guide on use of the modules is available as CE 016 507.) (JH)

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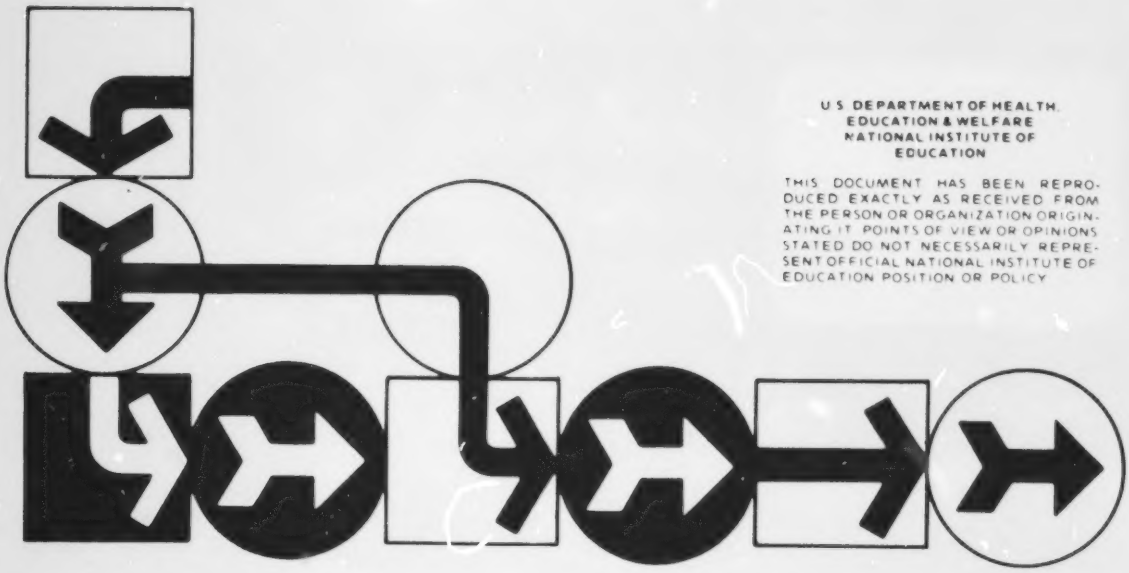
Leadership and Training Series No. 58B-4

ESTABLISH A STUDENT PLACEMENT SERVICE AND COORDINATE FOLLOW-UP STUDIES



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Competency-Based Vocational Education Administrator Module

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THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University · 1960 Kenny Road · Columbus, Ohio 43210

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- Generating knowledge through research
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- Operating information systems and services
- Conducting leadership development and training programs

Leadership and Training Series No. 58B-4

ESTABLISH A STUDENT PLACEMENT SERVICE AND COORDINATE FOLLOW-UP STUDIES

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September 1977

The project presented/reported herein was performed pursuant to a grant from the United States Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the United States Office of Education, and no official endorsement by the United States Office of Education should be inferred.

Grant Number: G007501702

FOREWORD

The need for strong and competent administrators of vocational education has long been recognized. The rapid expansion of vocational education programs and increased student enrollments have resulted in a need for increasing numbers of trained vocational administrators at both the secondary and post-secondary level. Preservice and inservice administrators need to be well prepared for the complex and unique skills required to successfully direct vocational programs.

The effective training of local administrators has been hampered by the limited knowledge of the competencies needed by local administrators and by the limited availability of competency-based materials for the preparation of vocational administrators. In response to this pressing need, the Occupational and Adult Education Branch of the U.S. Office of Education, under provisions of Part C--Research of the Vocational Education Amendments of 1968, funded The Center for a scope of work entitled "Development of Competency-Based Instructional Materials for Local Administrators of Vocational Education."

The project had two major objectives as follows:

- To conduct research to identify and nationally verify the competencies considered important to local administrators of vocational education.

- To develop and field test a series of prototypic competency-based instructional packages and a user's guide.

The identification of competencies was based upon input from a select group of experienced vocational administrators participating in a DACUM (Developing A Curriculum) workshop and the results of an extensive and comprehensive literature search and review. The merger of the DACUM and literature review task statements resulted in a list of 191 task statements that described all known functions and responsibilities of secondary and post-secondary vocational administrators. These task statements were submitted by questionnaire to a select national group of 130 experienced secondary and post-secondary administrators of vocational education for verification. Ninety-two percent (92%) of these administrators responded to the verification questionnaire and indicated that 166 of the 191 statements were competencies important (median score of 3.0 or higher) to the job of vocational administrator. For additional information about the procedures used to establish the research base upon which this and other modules in the series were developed, see The Identification and National Verification of Competencies Important to Secondary and Post-secondary Administrators of Vocational Education, available from The Center for Vocational Education.

High priority competencies were identifed and six prototypic modules and a user's guide were developed, field tested, and revised. The materials are organized in modular form for use by both preservice and inservice vocational administrators. Each module includes performance objectives, information sheets, learning activities, and feedback devices to help the module user

(learner) acquire the specified competency. While the modules are basically self-contained, requiring few outside resources, they are not entirely self-instructional. A qualified resource person (instructor) is required to guide, assist, and evaluate the learner's progress.

The titles of the modules, which reflect the competencies covered are:

- Organize and Work with a Local Vocational Education Advisory Council
- Supervise Vocational Education Personnel
- Appraise the Personnel Development Needs of Teachers
- Establish a Student Placement Service and Coordinate Follow-up Studies
- Develop Local Plans for Vocational Education: Part I
- Develop Local Plans for Vocational Education: Part II

For more information on the development and field testing procedures used, see The Development of Competency-Based Instructional Materials for the Preparation of Local Administrators of Secondary and Post-Secondary Vocational Education. For more information about the nature and use of the modules, see the Guide to Using Competency-Based Vocational Education Administrator Materials. Both of these documents are available from The Center.

Several persons contributed to the development of this module on establishing a student placement service and coordinating follow-up studies. Special recognition goes to Kristy L. Ross, Program Assistant, for her extensive review of the literature on placement services and follow-up studies and for her writing and editing of the manuscript.

Thanks are also due Glen E. Fardig, Research Specialist, for his critique of the manuscript; Raymond Wasil, Director, Division of Guidance and Testing, Ohio Department of Education, Columbus, Ohio for his review of the manuscript and suggestions for its improvement; Robert E. Norton, Project Director, for his overall guidance and final content review of the manuscript; and James B. Hamilton, Professional Development in Vocational Education Program Director, for his administrative assistance.

Credit for their evaluation of the field test version of the module goes to the following individuals: Thomas Hunter, Cincinnati City Schools, Cincinnati, Ohio; Robert Longley, Toledo Public Schools, Toledo, Ohio; William Mitchell, Summit County Schools, Akron, Ohio; and Kenneth Rhoads, The Dayton Public Schools, Dayton, Ohio.

Finally appreciation is also extended to Russ Gardner, Kent State University; Aaron J. Miller, Ohio State University; Don McNelly, University of Tennessee; and Charles Parker, Utah State University; who served as field site coordinators for the field testing; and to the local administrators of vocational education who used the modules and provided valuable feedback and suggestions for their improvement.

Robert E. Taylor
Executive Director
The Center for Vocational Education

INTRODUCTION

The school's responsibility to its students is far greater than many people realize. This obligation encompasses more than offering students instructional programs that can lead to their graduation. It is more than just teaching students (and subsequently forgetting about them once they prepare to leave school). The school has a responsibility to help students make sound career choices (job or educational), and to place students based on those choices. The school has a further responsibility to follow the careers of these students in order to improve and develop the instructional program for future students.

National legislation has highlighted the school's responsibility to provide placement services that help students identify and obtain information on suitable careers and then locate opportunities in those careers. Legislation has also pointed up the school's responsibility to follow the progress of former students in their chosen careers through the use of comprehensive and systematic follow-up studies.

As the vocational administrator, you play an important part in establishing and/or monitoring a student placement service that effectively meets the needs and characteristics of students and the community. Your role in coordinating and supervising follow-up studies will be vital to the success of the vocational program. This module is designed to give you the skills that you will need in order to meet your placement and follow-up study responsibilities and to help your school fulfill its responsibilities to former, current, and future students.

Module Structure and Use

This module contains an introduction and four sequential learning experiences. OVERVIEWS, which precede each learning experience, contain the objective for that experience and a brief description of what the learning experience involves.

Objectives

Terminal Objective: While working in an actual administrative situation, establish a student placement service and coordinate follow-up studies. Your performance will be assessed by your resource person using the "Administrator Performance Assessment Form," pp. 95-98 *(Learning Experience IV)*.

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the practices and procedures involved in establishing and working with an effective school placement service *(Learning Experience I)*.

2. After completing the required reading, demonstrate knowledge of the steps and procedures involved in planning a student follow-up study *(Learning Experience II)*.

3. Given functioning student placement and follow-up services in an actual school, critique those services *(Learning Experience III)*.

Resources

A list of the outside resources which supplement those contained within the modules follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references specific to your situation, and (3) to get assistance in setting up activities with peers or observations of skilled administrators.

Learning Experience I

Optional

- *Reference:* Allen, Thomas R. Job Placement Coordinator's Handbook. Huntington, WV: Marshall University, 1972.

- *Reference:* Wasil, Raymond A. Job Placement. Delaware, OH: Today Educational Services, 1971.

- *Reference:* Wasil, Raymond A. Pre-Employment Model. Delaware, OH: Today Educational Services, 1972.

- *Reference:* National Association for Industry Education Cooperation. Placement Services: A Training Manual. Ann Arbor, MI: Prakken Publications, Inc., 1977.

- *A vocational administrator and/or a school placement specialist* experienced in working with a student placement service with whom you can consult.

Learning Experience II

Optional

- *Reference:* Paul, Krishan K. A Manual for Conducting Follow-up Surveys of Former Vocational Students. Columbus, OH: The Center for Vocational Education, The Ohio State University, 1975.

- *Reference:* Bryan Independent School District. A Step-By-Step Procedure for Implementing a Computerized Follow-up System. Bryan, TX: Bryan Independent School District.

- *A vocational administrator* experienced in coordinating and supervising follow-up studies with whom you can consult.

Learning Experience III

Required

- *Placement and follow-up services* in an actual school to critique.

- *A placement specialist and/or a vocational administrator* experienced in supervising placement and follow-up services with whom you can consult.

- *A resource person* to evaluate your competency in critiquing placement and follow-up services in an actual school.

Learning Experience IV

Required

- *An actual administrative situation* in which you can establish a placement service and coordinate follow-up studies.

- *A resource person* to assess your competency in establishing a placement service and coordinating follow-up studies.

Selected Terms

Administrator -- refers to a member of the secondary or post-secondary administrative team. This generic term, except where specifically designated otherwise, refers to the community college president, vice-president, dean, director; or to the secondary school principal, director, superintendent.

Board -- refers to the secondary or post-secondary educational governing body. Except where otherwise specified, the term "board" is used to refer to a board of education and/or a board of trustees.

Resource Person -- refers to the professional educator who is directly responsible for guiding and helping you plan and carry out your professional development program.

School -- refers to a secondary or post-secondary educational agency. Except where otherwise specified, this generic term is used to refer synonomously to secondary schools, secondary vocational schools, area vocational schools, community colleges, post-secondary vocational and technical schools, and trade schools.

User's Guide

For information which is common to all modules, such as procedures for module use, organization of modules, and definitions of terms, you should refer to the following supporting document.

Guide to Using Competency-Based Vocational Education Administrator Materials. Columbus, OH: The Center for Vocational Education, The Ohio State University, 1977.

This module addresses task statement numbers 23, 24, and 54 from Robert E. Norton, et al., The Identification and National Verification of Competencies Important to Secondary and Post-Secondary Administrators of Vocational Education. (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1977). The 166 task statements in this document which were verified as important, form the research base for The Center's competency-based administrator module development.

Learning Experience I

OVERVIEW

After completing the required reading, demonstrate knowledge of the practices and procedures involved in establishing and working with an effective school placement service.

You will be reading the information sheet, "A Student Placement Service," pp. 7-38.

You may wish to read the supplementary references, Allen, Job Placement Coordinator's Handbook; Wasil, Job Placement; Wasil, Pre-Employment Model; and National Association for Industry Cooperation, Placement Services: A Training Manual.

You may wish to interview a vocational administrator and/or placement specialist who is experienced in working with a student placement service to determine what procedures he/she followed in establishing a placement service.

continued

You will be demonstrating your knowledge of the steps to follow in establishing and working with an effective placement service by completing the "Self-Check," pp. 39-41.

You will be evaluating your competency by comparing your completed "Self-Check" with the "Model Answers," pp. 43-46.

For information on the rationale for, goals and objectives of, and the steps in organizing, a student placement service, read the following information sheet.

A STUDENT PLACEMENT SERVICE

The placement service, as defined in this module, is composed of all those activities outside of general classroom instruction that aid students in achieving their career goals. In keeping with this definition, the service should be equipped to help students with needs relating to career fulfillment. The placement service should help to satisfy these needs by providing aid to locate full-time, part-time, and summer employment; to select and obtain admission to post-secondary schools or colleges; and to select school courses that meet immediate or long-range student needs. In addition, the placement service should be prepared to refer students or parents to resources that provide assistance for special problems in areas such as mental or physical health, welfare, marital or family problems, vocational rehabilitation, etc. These three components of the placement service--job placement, educational placement, and special services referral--should be available to all students who request help. In other words, the service should be available to the graduate, early school leaver, and former student.

It should be stressed that the school's responsibility for placement does not begin with the actual placement of students or end with that placement. The responsibility is for all the related activities that help students reach their career goals. In other words, the school's placement responsibility begins with helping students to clarify their goals, assess their skills and abilities, explore career alternatives, develop job-hunting skills and attitudes, etc. Additionally, placement is not the end of the school's responsibility to the student. The school has a responsibility to follow-up on the placed student's progress in a chosen career, gather feedback from and about that student, and use that feedback to further improve the curricular program and placement services.

As a member of the school administration, you will be expected to demonstrate your full support for the placement service and to help enlist the support of the entire school staff. However, as the vocational administrator, your direct responsibility to the placement service could range from complete responsibility and authority to minimum involvement. Your function will be largely determined by the size of your school and by the type of school in which you are serving--comprehensive high school, joint or area vocational school, trade or technical institution, or college.

Regardless of your particular school situation, you should have basic knowledge of the essential ingredients of an effective placement service. You need this knowledge in order to help evaluate the service and to determine if it is meeting its goals and objectives. The purpose of this module, therefore, is not to acquaint you with all aspects of the placement service. It is designed to give you the basic knowledge you will need to assume an appropriate role with regard to your school's placement service.[1]

This module is centered around a school-based placement service as opposed to a placement service that serves the entire community. A diagram of an organizational structure for a secondary school-based placement service is presented in Figure 1.

Rationale

Effective educational programs require that effective placement services be available to all students. The number of students who enter and leave the educational program is not indicative of its quality. Quality is reflected in the number of these students who can perform successfully in a chosen career (job or educational) and cope with a life that is suited to their interests and abilities. In other words, an effective placement service can be the bridge that closes the gap between school and career.

The school has a major responsibility to provide this career placement bridge to the student. This responsibility has been highlighted and supported by legislation. The most recent, identified as the Education Amendments of 1976, included a revision of the Vocational Education Act of 1963. The revision points up special provisions for the placement service. Specifically, categories for funding include basic state grants (Section 120) to be given to student placement services. In addition, these amendments state that program evaluation is to be based upon the quality of instruction in relation to preparation for employment and to the record of placement in employment. In order to fully acquaint yourself with the mandates specified in these amendments, you should obtain a copy and read them paying particular attention to Title II (Vocational Education) and Title III (Extension and Revisions of Other Educational Programs).

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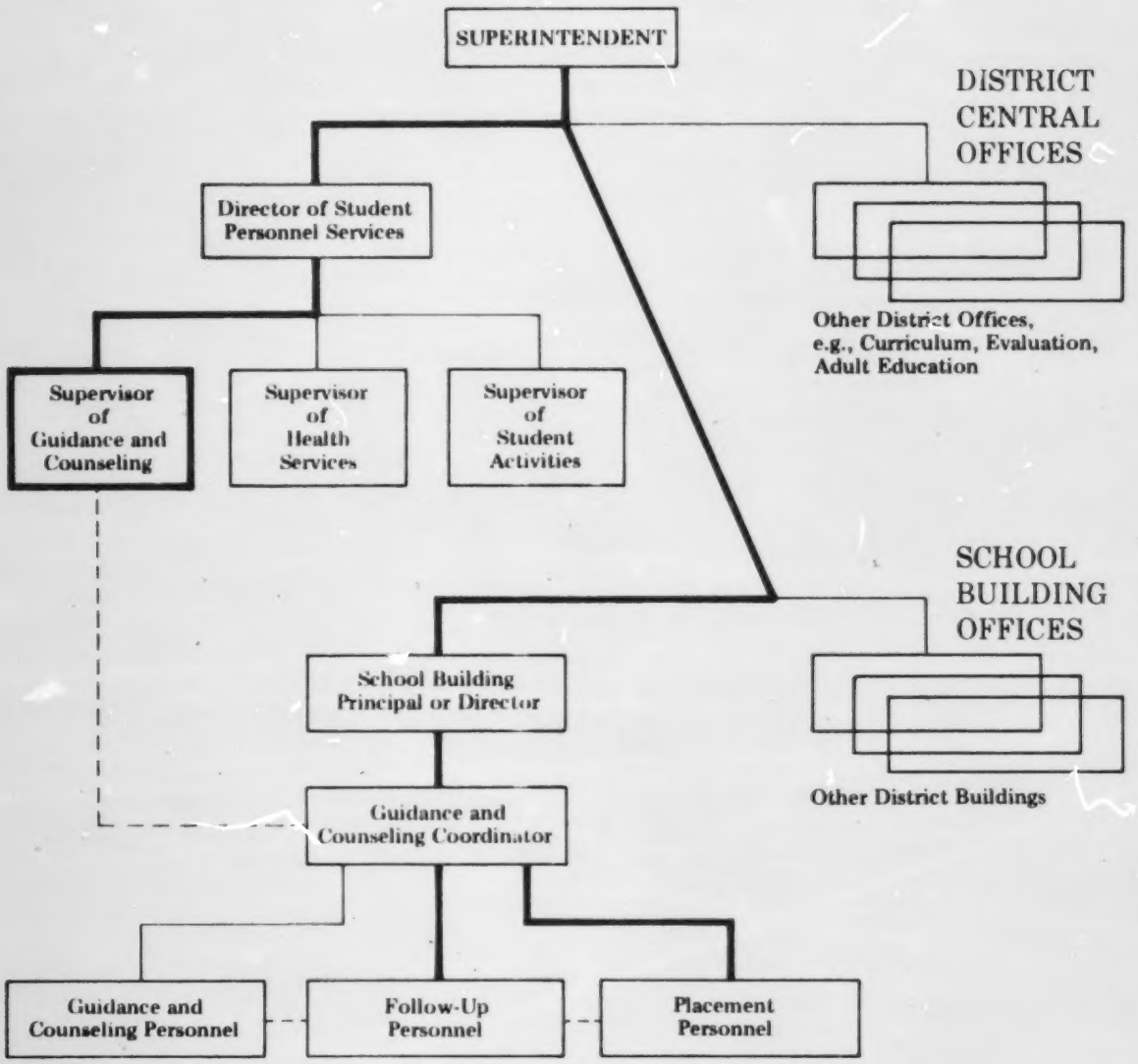
[1]For detailed information on organizing and operating a placement service, you may wish to refer to the optional references cited in the "Module Structure and Use" section.

FIGURE 1

ORGANIZATIONAL STRUCTURE



There are several other reasons why an effective placement service should be established and maintained.

- An effective placement service is an integral part of any effective educational program. Students who acquire the necessary knowledge, skills, and attitudes for employment or further education should be helped in making the next step.

- Schools should be more genuinely interested in the welfare of the student than are most public or private employment agencies. Schools can more easily help the student with questions such as, "What do I want in life? What do I have to offer? What will I be best at doing?"

- An effective placement service will help improve the school's public relations with employers and the community in general. Good placement services help tell the students, their parents, and the employers that the school really cares about its students.

- An effective placement service can do much to help demonstrate a school's accountability to the taxpayers. Placement of all or most students is a potent measure of a school's effective instructional program.

- Schools can help students improve their job hunting skills and attitudes.

- Schools can help students to more easily make the transition from school to career. They can help students develop confidence and a feeling of security by helping them become better acquainted with the work world, entry-level job requirements, and educational opportunities.

- Schools can help students make more knowledgeable career choices. Schools that have recent information relating to manpower needs and career trends as well as firsthand knowledge of a student's interests and abilities can use these resources to help a student make sound career choices.

- An effective placement service can help the school evaluate its own educational program. (The service can provide a continuous source of information on students' abilities to secure and retain employment and progress up the educational ladder. It can help the school determine whether students are being placed in careers for which they were trained.)

Goals

The three major goals of a placement service usually are (1) to ensure that the highest possible percentage of students who are exiting the school are employed in their career field or

placed in a continuing education program, (2) to promote good public relations between school, business, and industry, and (3) to provide accurate data for program improvement and development. In order to meet these goals, the following are usually the major tasks assumed by the placement service.

GOAL: To place students in their career field or in an educational program

- Survey community colleges, post-secondary vocational and technical schools, four year colleges and universities, and maintain a current file on all educational opportunities.
- Survey community businesses and industry on a regular basis and maintain a current file on all job opportunities.
- Maintain current files on all students in the educational program.
- Work with career guidance counselors to maintain a career resources center that has current occupational and educational information.
- Work with employers to develop jobs in business and industry for students.
- Provide liaison with community employment agencies.
- Develop employment and educational opportunities for physically, emotionally, and mentally handicapped students.
- Arrange for work experience for in-school vocational students on a part-time basis.
- Provide students with job coping and adjustment skills.
- Provide special needs referral service.

GOAL: To promote good public relations

- Establish and work with a placement advisory committee.
- Work with principals, counselors, and teachers.
- Participate in teacher and administrator inservice training meetings in order to keep staff members up to date on the placement service.
- Maintain and improve communication with the public, business, industry, and community organizations.

An effective placement service can be the bridge that closes the gap between school and career.

- Update students, administrators, and other school staff relative to the employment market, job requirements, and educational opportunities.

- Promote good working relationships among the co-op, work study, CETA, and other training programs and the placement service.

GOAL: To provide data for program improvement and development

- Maintain records of the number of students who registered or obtained placement services.

- Maintain records of the number of students who were placed and in what areas.

- Maintain records of areas in which students experienced difficulty in being placed.

- Establish files on all existing students.

- Maintain accurate and up-to-date records on placed students' progress in their chosen career.

- Maintain a file on all unemployed students.

Preparing to Establish a Placement Service[2]

Plans to establish a placement service cannot be initiated without the full support and approval of the top school administration. Before any planning activities occur, these people should be informed of the importance of a placement service and of the school's desire to offer this service to students. Once their approval is obtained, they will either assume responsibility for the first planning step or assign this responsibility to another member of the school administration or staff. In either case, the first step in establishing a placement service is the assessment of the school's placement needs. This is accomplished by surveying student and community needs and characteristics, and by determining the resources available in the community. Depending upon your school, board approval may be needed before conducting these extensive surveys.

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[2]Much of the material in this section has been adapted from The Center for Vocational and Technical Education, Conceptualization of Prototype Placement Program. (Columbus, OH: The Ohio State University, The Center for Vocational and Technical Education, n.d., unpublished), pp. 74-101.

Assess Student Needs and Characteristics

The goal of student assessment is to describe how the career goals of the student population relate to their achieved and projected educational and employment plans. This description will provide the information that is necessary to define the type of placement service that the school will offer. In order to accomplish this goal, the required data must be identified, the instruments and procedures for data collection developed, and a system of data analysis and reporting designed.

Student data for placement purposes is usually obtained from two sources: the Student Planning Questionnaire and the Student Data File.

The Student Planning Questionnaire.--This questionnaire helps the school identify what, if any, career goals each student has and his/her projected educational and employment plans to achieve these goals. If the questionnaire is to be administered to students other than graduates, the questionnaire should also be designed to determine the projected current school plans of each student.

This type of questionnaire is usually composed of four major sections. These sections contain questions that are designed to determine:

- the student's decision about his/her career goals
- the student's education and/or training plans for the fulfillment of these goals
- the relationship between the student's employment plans and career goals
- the student's projected high school preparation and his/her past employment experience

An example of a Sudent Planning Questionnaire is shown in Sample 1.

The Student Data File.--The information contained in the Student Date File helps the school identify the student's current level of preparation and provides an indication of his/her probable success in achieving projected educational and employment plans. This permanent file should be referred to in order to accurately assess student needs in light of the information obtained from the student planning questionnaire.

SAMPLE 1

STUDENT PLANNING QUESTIONNAIRE

NAME _____
DATE _____

Section I

A. Have you made a tentative decision about what career goals you wish to pursue after you leave school?

1. ☐ No

(a) If your answer was no, what obstacles are delaying your tentative decision? Please explain.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

2. ☐ Yes

If your answer was "yes":

(a) In order of preference, what are your career goals?

1st choice _____
2nd choice _____
3rd choice _____

(b) What obstacles do you feel may interfere with your achievement of the career goals you listed above?

_____
_____
_____

B. Below are examples of career information. If you indicated career goal preferences in 2(a) place a check mark beside the example you wish to investigate in more depth.

☐ Local Employment Trends
☐ National Employment Trends
☐ Amount of Education and/or Training
☐ Cost of Education and/or Training
☐ Working Conditions
☐ Fringe Benefits - Vacation, Sick Leave, Hospitalization, etc.
☐ Qualifications - Age, Aptitude License, Skills, etc.
☐ Union Dues, Association Fees
☐ Advancement Possibilities
☐ Earnings, Raises
☐ Tools or Equipment
☐ Other types, please list

_____
_____
_____

Section II

For each question place a check in the box beside the statement that describes your present plans for education or training after you leave this school?

A. I plan to continue my education:

☐ full-time ☐ part-time ☐ I have no plans for additional education and/or training

B. I plan to continue my education and to attend:

☐ a four year college or university
☐ a community or junior college
☐ a continuing or adult education program
☐ other, please indicate _____
☐ a trade or technical school
☐ an apprenticeship program
☐ I have no definite plans at this time but need help to make a decision.

C. If you plan to attend a trade or technical school, please indicate your first, second, and third choices, if known, by writing the names of the school(s) in the blanks below.

1st choice _____
2nd choice _____
3rd choice _____

☐ I have not decided on the name of a school yet, but would like help in making a decision.

D. If you plan to attend a college, or university, please indicate your first, second, and third choices, if known, by writing the name of the school(s) in the blanks below.

1st choice _____
2nd choice _____
3rd choice _____

☐ I have not decided on the name of a college or university yet, but would like help in making a decision.

E. If your plans include additional education and/or training after leaving this school, do you feel you will need financial aid such as scholarships, grants, or loans to achieve your goals?

☐ No ☐ Yes

F. If you do not have plans for additional education or training, please check the item that best indicates why you do not plan to continue your education or training.

- ☐ I plan to enlist in the Armed Services
- ☐ I cannot afford to go to college
- ☐ I want to start work immediately after I graduate
- ☐ I have no desire for additional education or training
- ☐ Other reason, please indicate _____

_____

Section III

If you plan to go directly to work after leaving school, complete this section.

A. Place a check in the box beside the statement that describes your present plans for employment after you leave this school.

- ☐ I plan to look for full-time work.
- ☐ I have a full-time job lined up.
- ☐ I plan to look for part-time work.
- ☐ I have a part-time job lined up.
- ☐ I plan to look for a summer job.
- ☐ I have a summer job lined up.
- ☐ I plan to enlist in the Armed Services.
- ☐ I have no definite work plans at this time.

B. Place a check in the box beside the statement(s) that describes each location where you are interested in being employed. Indicate your first and second choices if you have more than one.

- ☐ (name of county) _____
- ☐ (name of city) _____
- ☐ anywhere in state
- ☐ out-of state
- ☐ other, please list _____ _____

_____ _____

_____ _____

C. Please list specific types of jobs you are interested in (e.g., sales clerk, dental technician, auto mechanic)

_____

_____

_____

_____

_____

Section IV

A. If you are currently enrolled in, or plan to enroll in any of the vocational education classes listed below, please indicate which class(es) by listing the letter "C" for classes currently enrolled in and listing the letter "P" for classes you plan to take in the future.

_____ Distributive Education I
_____ Distributive Education II
_____ Home Economics I
_____ Home Economics II
_____ Office Occupations I
_____ Office Occupations II
_____ Vocational Auto
_____ Vocational Electronics
_____ Vocational Welding
____* Cooperative Education
*List specific jobs held while in the co-op program

_____
_____
_____
_____

B. List any other educational or work experience you have had in the past

_____
_____
_____
_____
_____

The data file for each student should include:

- past and current course work
- competencies/skills achieved
- grade point average
- ability, aptitude, interest, and achievement scores
- past and present special needs classes or programs
- parent and family backgrounds
- socio-economic information
- personal health history
- attendance information
- hobbies, extracurricular activities, etc.
- work experiences
- aspirations, plans, etc.

Assess Community Needs and Characteristics

Community assessment is the means used by a school to identify all available placement related resources to assist youth in need of job placement, educational placement, and/or special services referral assistance. In addition, the school can use the community assessment to develop an inventory of placement resources and demographic data that may be used in conjunction with the student assessment information to define, establish, and operate the placement service.

In order to meet the needs of all students, educational, occupational, and referral services information will have to be obtained about three geographic "communities." These communities are the immediate local area, the state area, and the national area. Considerable information for the state and national areas can be obtained from resources such as the U.S. Department of Labor's Occupational Outlook Handbook and the "Occupational Outlook Quarterly," your state's Division of Employment, the Dictionary of Occupational Titles, and your state's Employment Job Bank. Information about educational opportunities can be obtained from the College Blue Book, Lovejoy's Directory of Colleges and Universities, college catalogs and brochures, and directories of approved trade and technical schools. All information that is gathered should be coded and stored in a resource center for student use.

In addition, the Education Amendements Act of 1976, Public Law 94-482 established a National Occupational Information Coordinating Committee (NOICC) to develop and implement an occupational information system at the national, state, and local levels. This committee will work in conjunction with State Occupational Information Coordinating Committees (SOICC) to develop a nationwide network for communication about and coordination of the development and use of occupational information. The work of these committees, once organized and operational, should greatly improve the data available to planners, administrators, counselors, and teachers so that they can be certain that their programs are consistent with expected job opportunities.

Information on the local community is usually obtained through community surveys. The surveys are conducted through personal contact, telephone, and mail. While the personal contact and telephone techniques usually produce the most complete and accurate information, they are also the most time consuming. Mailings, such as questionnaires and fliers, are the least time-consuming, but often produce the least information. Therefore, it is suggested that a combination of all three techniques be used in order to reach the largest possible number of former students. For example, the mailed questionnaire is commonly used to reach large numbers of former students because of the low cost and time commitment involved. The telephone and/or personal contact surveys are often used to survey in depth selected respondents and/or to survey some of the non-respondents. The use of the telephone and personal contact approaches is time consuming and can be quite expensive if respondents live outside the local community, as is often the case. Therefore, these techniques should almost always be used in conjunction with mail surveys.

The first community groups that should be surveyed are business oriented organizations such as the chamber of commerce. Organizations such as this usually conduct complete, up-to-date surveys of local businesses on a regular basis. They will probably have copies of these surveys that they will give you. You may also find that they will be willing to work with your school in conducting its survey and that individual members may be a great source of advice and assistance.

Other groups or agencies to contact or survey might include:

- local office of the state employment office
- social service organizations such as the Lions Club and Kiwanis
- youth organizations
- private employment agencies
- personnel officers of business and industry

- cooperative education teachers
- labor organizations
- local colleges, trade or technical schools

The information that the school gathers on the local, state, and national levels should provide a wealth of information. This information and the contacts made when gathering it will help the school to identify:

- local, state, and national employment needs and trends
- local business and industry members' attitudes toward the educational program
- potential employers for graduates, early school leavers, handicapped students, and disadvantaged students
- resources for special needs referral

The assessment of special needs referral opportunities is best accomplished by obtaining directories of health, welfare, and recreational services compiled and published by state, county, and municipal governmental agencies. These directories usually identify the special services by: the persons served, eligibility requirements, costs, location, contact persons, etc. Other sources of special services information include telephone and business directories, newspaper files, and brochures published by community, business, or educational organizations. Resources can also be identified through surveys undertaken with the cooperation of the chamber of commerce, the Parent Teacher Association, local colleges, etc.

The school needs to gather a wide variety of information covering all types of community resources which can help students with special problems. Information should be gathered on, and contacts established with, community resources such as:

- local family service agencies
- church-sponsored services such as the Jewish Family Service, Catholic Welfare Bureau, and Salvation Army
- governmental agencies (local, state, national)
- community organizations such as the Parent Teacher Association, YMCA, YWCA, Mental Health Association
- schools for exceptional children
- clinics, tutors, or speech therapists that offer remedial instruction and/or speech correction

- vocational rehabilitation programs
- community medical services and hospitals
- child guidance clinics
- casework and group guidance activities conducted by police and probation departments
- child detention centers
- shelter care facilities and services

A continuing process of analysis and evaluation of all assessment data must constantly be conducted in order to make sure that the data is current and is being used in the most effective manner. Therefore, provisions should be made for a continuous review of information about job and training opportunities currently offered and special services currently accepting youth into their program. The stored data must then be updated and changed according to the findings of this review process.

Before all the assessment information is analyzed and summarized, the school should conduct a survey of any existing placement activities. It is very likely that vocational teachers are currently helping students from their respective classes find jobs. The cooperative education coordinators are also placing students in part-time jobs and probably are helping them find summer jobs or full-time jobs upon graduation.

It is important that these staff members be interviewed to determine such things as the extent of their placement activity, the community contacts they have established, the problems they have encountered, and the placement procedures they have initiated. This information is needed in order to coordinate the placement service with these teachers' placement activities and to gain the full support of these staff members.

Gain Board Approval

At this point, the information gathered from the assessment surveys should be analyzed, summarized, and compiled into a report. This report should then be submitted to the school board for initial approval for establishing a placement service. At this meeting, the board may also want to authorize the establishment of an ad hoc placement planning committee.

Form a Placement Planning Committee

The placement planning committee is an ad hoc committee. In other words, it is a temporary planning committee that is dissolved once its designated tasks are accomplished. The committee

membership should be representative of the local community. It should be composed of individuals from business and industry, and from the school staff and administration. Additional committee members may include representatives from employment agencies, placement services in other school districts, the student body, the district guidance department, community organizations, etc.

The primary task of the placement planning committee is to help determine the goals and objectives of the placement service. The data upon which these decisions will be made will basically come from the student and community assessment information that was previously gathered.

The student assessment data defines the size and nature of the student population. Based upon this data, the committee will help to determine what group(s) of students the placement service will serve (e.g., all students in the school, only senior students, students who are requesting a second placement after an unsatisfactory first placement, adult students). The committee will also use this data to determine the types of services that will be provided (e.g., placement in all areas of the United States, placement only in the state, placement in part-time and summer jobs, and/or placement in military service training programs). A word of caution is needed at this time: The school administration and the placement planning committee should consider the student's career statements and goals that were made during the assessment process as tentative. These early statements and goals should only serve as guidelines around which the placement service may be structured.

The community assessment data will help the planning committee determine the "community" area into which the placement service should seek to place students. Based upon this information, the committee should seek to answer questions such as the following.

- What will be the career settings to which the placement service will limit its placements?
- Will the service actively seek to identify or create placement opportunities for students?
- In the case of college/university and post-secondary bound students, will the service only provide catalog information to students or will it make specific recommendations and actively assist in placing students in certain institutions?
- What procedures will help the service keep current on placement opportunities?
- What practices will the service use to assure integrity and confidentiality of information?

- What policies will the service establish to avoid discriminatory practices related to race, creed, sex, or age?

- What is the present employment pattern for the community?

In addition to determining the goals and objectives of the placement service, the other major tasks of the planning committee will include identifying budgetary needs and sources of funding for the service, and preparing recommended procedures for operating the placement service. This data along with a tentative budget should then be submitted to the board of education for review and approval.

Establishing the Placement Service

Hiring the Placement Staff

The school principal or vocational administrator usually has responsibility for hiring the placement staff. It is preferable that his/her hiring decisions include input received from the school superintendent, the district director of guidance services, and other school building administrators.

The professional staff of a school-based placement service may consist of one guidance and counseling coordinator who has authority over the service and a staff of one or more placement specialists. The number of placement specialists to be hired in any school is usually based on a ratio of one specialist for every 300 students. Secretarial/clerical personnel are usually selected on the basis of one such person for every two specialists.

The coordinator and the specialists must be trained in guidance and counseling techniques and skilled in the area of student goal development. It is preferable if these people have training and/or experience in collecting, interpreting, and acting on information related to labor economics and manpower utilization and development. Additional qualifications should include:

- knowledge of current labor laws and fair employment practices

- knowledge of the vocational program and the general educational program

- knowledge of post-secondary educational programs and opportunities

- 5-8 years of business experience

- interest in students and the ability to develop rapport with them

- ability to speak and write clearly and concisely
- ability to identify, meet, and work with community resource people and the general public

Placement Responsibilities of the Guidance and Counseling Coordinator.--In addition to his/her guidance and counseling duties, this coordinator usually has the primary responsibility of coordinating the activities of the placement service in such a way so as to accomplish the goals of the service. Major responsiblities for the placement service include the following.

- Establish a placement advisory committee comprised of community representatives.
- Provide leadership, direction, and coordination of the placement functions.
- Coordinate the placement service with the instructional services in the school.
- Coordinate the placement and counseling functions of the classroom teachers.
- Coordinate programs of educational, occupational, and financial aids information.
- Coordinate a special services referral system.
- Communicate information regarding student characteristics and needs to principals, teachers, and other school administrators.
- Coordinate all follow-up studies.
- Coordinate procedures for the preparation, use, and disposition of placement records.
- Supervise and evaluate the placement functions.[3]

The Placement Specialist.--Great care should be taken when selecting a placement specialist. This person should have experience in working with both business and school personnel and should be able to relate to both students and adults. The potential specialist should have a college degree and experience as a personnel manager or at least have had internship experience in personnel management.

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[3]Adapted from Donald G. Mortensen, Allen M. Schmuller, Guidance in Today's Schools, Second Edition. (New York, NY: John Wiley and Sons, Inc., 1966), pp. 145-146.

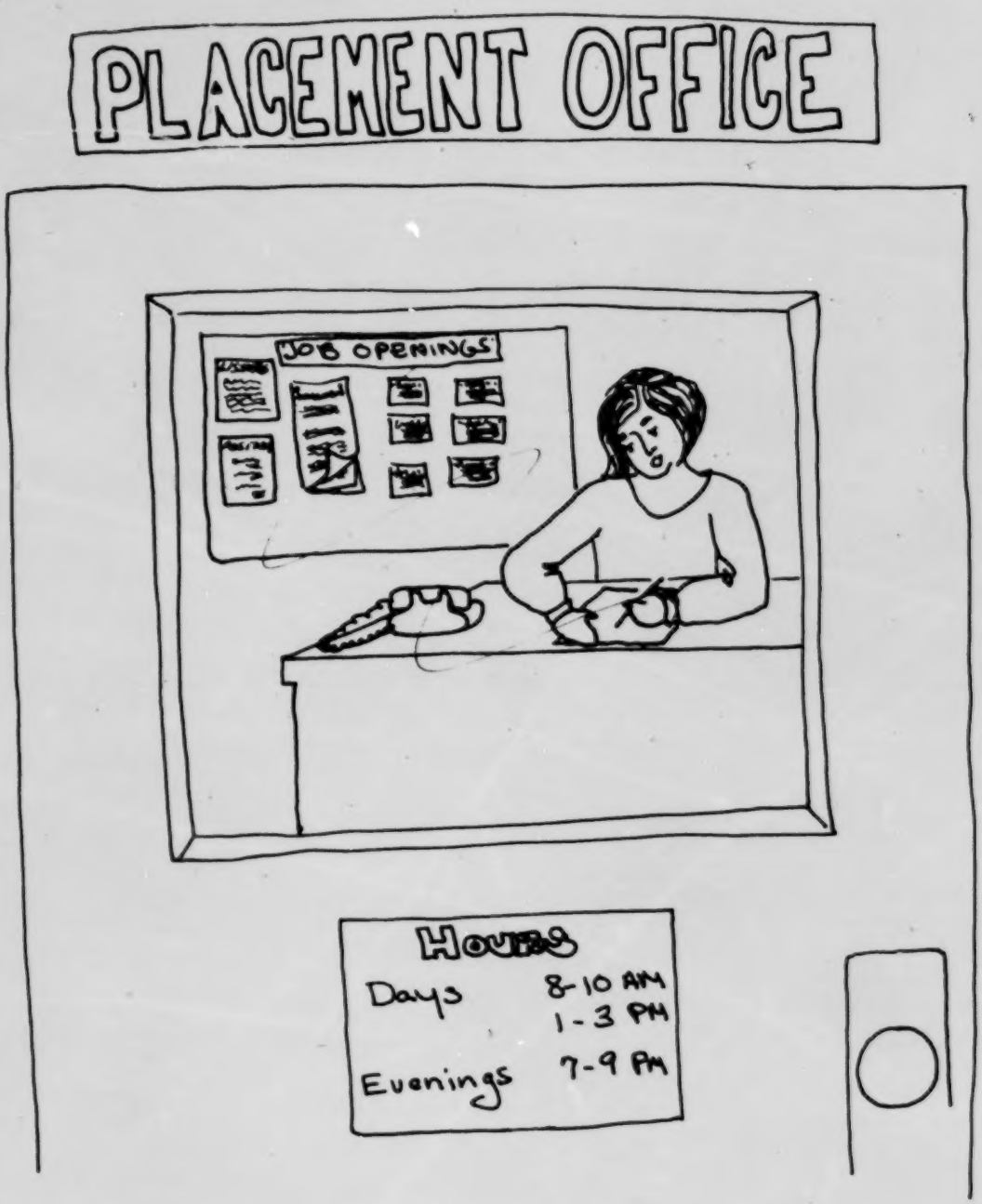
The placement specialist should be readily available to all students; therefore, he/she should be employed full time for twelve months of the year and should have a flexible daily schedule. This person must be willing to work some weekends and evenings in order to be available to students who are not free during regular school hours. A flexible schedule is also needed because the placement specialist should be available for public activities such as speeches, presentations, and banquets. School holidays will not always be holidays for the specialist. Summer vacation and some holidays will be his/her busiest time of the year and the specialist should plan to be available during these periods.

The placement specialist should be in his/her office on a scheduled basis for at least a few hours every day. This office should be in the school, if at all possible, and located in or near the guidance department. It should be equipped with a desk, a phone, a typewriter, shelving, bulletin boards, and furniture for a small waiting area. If your school has the funds, the administration may wish to allocate funds to tie into a computer service for storage of student, business, and educational data.

It should be emphasized at this point that an effective placement specialist has a full and demanding schedule. In order to best fulfill his/her placement functions, this person should not have regular guidance or teaching duties.

Major duties and responsibilities of the placement specialist include the following.

- Gather data on each student he/she is trying to place. (Cooperation of counselors, teachers, and administration and the use of cumulative records are necessary.)
- Coordinate pre-employment clinics for youth.
- Collect information on local and national employment trends and disseminate the data to school staff and administration.
- Maintain close contact through visits, phone calls, and mailings with business and industry resources to initiate and promote the placement of students.
- Develop and/or obtain job descriptions on all open positions.
- Coordinate the development of special programs or opportunities for students with special needs.
- Coordinate, develop, and maintain current placement data on employers, placements, business-industry contacts; and employment records on youth eligible for placement services.



The placement specialist should be in the office on a scheduled basis.

- Assist in the development of visual aids and materials to be used in school, business-industry, and public functions.
- Assist with general school-wide follow-up studies and in the evaluation of co-op work programs.
- Provide placement or referral services for early school leavers.
- Make recommendations for the development of vocational training sites in cooperation with the vocational teachers.
- Provide school administration and staff with follow-up data.
- Assist in publicizing the placement service.
- Develop jobs for youth where none existed before and/or in areas of a particular company where youth were not previously employed.[4]

Select a Placement Advisory Committee

It is suggested that a subcommittee of the vocational education advisory council serving your school or a separate committee be formed to work directly with the placement service. The function of this placement advisory committee would be to counsel with and advise the school regarding improvements to the placement program. The members of this committee would serve as another school/community link to help develop better relationships. This committee would have no legislative or administrative authority; it would only offer advice. Some of the major functions of this advisory committee would include the following.

- Develop placement program philosophy and clarify program objectives.
- Help evaluate the placement program and suggest improvements.
- Help find career opportunities for students.
- Act as a sounding board of community opinion regarding the placement program and the education program.
- Support educational legislation.
- Serve in a public relations capacity by instituting better communications among community agencies, business, industry, labor, and school personnel.

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[4]Adapted from Raymond A. Wasil, "Accountability, Communication, Coordination," (Akron-Summit County Public Schools).

- Help verify the employment needs of the community.
- Help identify and secure career information and community resources.

Support Activities

Publicity Program

The entire staff and administration of the school, and the placement advisory committee have responsibility for publicizing the placement service. Before any publicity activities are initiated, representatives of these groups should meet to formulate a coordinated plan of appropriate promotion strategies and techniques. This plan should be designed to have an impact upon an identified target population in the school and the community. It should also be designed in such a way so as to be an on-going program which remains consistent and has maximum impact. The types of publicity activities that should be identified in the plan include the following.

- Prepare news releases and radio spots.
- Prepare tapes and audiovisual aids to be used in presentations to school and community groups.
- Give presentations to community civic, labor, and business organizations.
- Distribute letters and notices to potential employers.
- Write and distribute informational pamphlets and booklets about the school and the placement service.
- Communicate regularly with students by speaking at club meetings, writing articles for the school newspaper, posting job openings and other notices on school bulletin boards, etc.
- Communicate regularly with parents through PTA meetings, newsletters, and personal visits.

Orientation Meetings

Orientation or pre-employment meetings should be conducted on a yearly basis in order to aid students who will be soon seeking part-time or full-time employment or further education. These meetings can be used to help students become familiar with the placement services and develop effective job-hunting skills.

Before plans are undertaken to organize these meetings, it is important that the placement personnel, with the cooperation

of teachers and administrators, survey the student population to identify job seeking skills which students feel they would like to develop. Once these skills have been identified, materials can be assembled and/or developed to help students attain competence in these skills, and orientation meetings can be organized.

The placement staff, the guidance and counseling staff, and the teachers should be responsible for organizing and conducting the orientation meetings. It is suggested that these individuals hold the meetings with small groups of students who have similar needs, interests, and/or career choices. Discussion and activities might be centered around topics such as "How to Complete a Job Application," "How to Interview for a Job," "How to Develop and Write an Effective Résumé," and "Employer-Employee Relationships." Topics might also be presented which would be useful in helping students assess their skills, interests, and abilities.

In addition to assisting with group orientation meetings on a scheduled basis, the placement specialist should be available during the school year for individual orientation meetings with students who have special needs. It is also advisable that he/she give individual re-orientation service to former students seeking full-time employment or change of employment after graduation. These former students should receive the orientation prior to an interview with a prospective employer.

Additional Supporting Activities

The placement specialist, in conjunction with the entire school staff should do everything possible to prepare students for earning a living. He/she should work with teachers and administrators to incorporate additional supporting activities into the school program. These activities should be tailored to meet the needs of the school. Suggested additional activities are as follows.

- Include a lesson on résumé writing in the third year English classes and require students to have a résumé written and filed with the school by the end of the year.
- Include instruction in the economics classes on topics such as social security forms, payroll income taxes, and income tax returns.
- Conduct career days so that students can talk to members of business and industry.
- Place a want-ad bulletin board in the school cafeteria or some other central location.

Evaluation of the Placement Service

External Evaluation

The evaluation of the placement service, in terms of the quality of its service, is a difficult task. This evaluation is usually conducted through the use of small scale follow-up studies that are designed to gather specific information from students and employers who were directly affected by the placement services.

These studies are generally conducted by the placement specialist shortly after students have been placed in a job or in an educational program. The specialist may choose to send questionnaires and/or to interview these individuals. Questionnaires designed to elicit responses about the quality of the services and to gain suggestions for improvement of the placement service may be mailed to students and employers. The placement staff may also choose to interview some former students and/or employers. These interviews will help the placement staff determine if former students are satisfied with their careers and feel they were properly placed. It will also help them determine if employees are satisfied with their employers. The results of these studies, along with any specific recommendations, may then be shared with the school administration, placement advisory committee, and/or any committee established specifically to evaluate the placement service.

These follow-up studies, conducted only for placement evaluation purposes, should not be confused with the follow-up studies conducted by the entire school staff in order to improve the total educational program. A discussion of overall program follow-up studies and their purposes is found in Learning Experience II of this module.

Internal Evaluation

The internal evaluation of the placement service encompasses two major purposes. The first purpose is to attempt to compare the actual results achieved by the placement service with the intended results. A second purpose of this evaluation is to determine whether the intended results were adequate in order to properly serve the student clientele. The results of this internal evaluation should form the basis for establishing subsequent goals and objectives for the service.

It should be remembered that this type of evaluation should be a continuous process so that any potential problems can be readily seen and analyzed, and corrective action taken as required.

In order to secure this information about the placement service program, an effective evaluation needs to answer many questions including the following.

- How is the placement service affecting student behavior?
- Are more students identifying with sound career goals?
- Is community cooperation improving?
- Is the placement service meeting student needs?
- Are employers satisfied with the employees placed by the placement service?
- How can the placement service be changed to better serve students?
- What is the relationship between the number of jobs available and the number of students placed in those jobs?
- Is there a reduction in the number of dropouts?
- How has the placement service affected teacher cooperation in incorporating pre-employment and career orientation activities into the classroom?
- How has the placement service affected co-op teacher involvement in job development and placement activities?

Most schools do not have the budget to hire an outside consultant to evaluate their placement service. Therefore, responsibility for placement evaluation often falls upon various members of the school and/or community. Several alternate ways of evaluating the placement service are available. Outlined below are three workable approaches.

- Use of Ad Hoc School Committee.--This committee would consist of teachers from different areas, one or more counselors and administrators, and one or more senior students. Members of the placement staff would serve in an informational role only.
- Use of Ad Hoc Advisory Committee.--This committee would consist of one or two members of the regular placement advisory committee, if one exists, former students, employers, and parents. Members would be appointed by the school board on the recommendation of the administration.
- Placement Staff Self Study.--One of the placement specialists would be assigned to make evaluative studies and work under the direction of the principal or the placement advisory committee. After the data had been collected and analyzed,

it would be presented to the school administration for study and approval. The final recommendations would then be submitted to the board for approval and action.

It is suggested that an effective evaluation of the placement service should cover the following major areas.

Quality of teacher and administration support given to the placement service

- Does it have administration, teacher, and curriculum support?
- How do you know that it has support?

Organization of the placement service

- Does it meet student needs and characteristics?
- Is it structured in a convenient, workable, and accessible manner?
- Does it provide orientation to school, staff, community, and students?
- Does it try to maintain good public relations?

Activities of the placement specialist

- Are they readily available to students?
- Do they adequately perform their functions and responsibilities?

Student record-keeping system

- Are appropriate records kept?
- Are records kept up to date?

Information services

- Is there an adequate supply of career information (vocational and educational) for student use?

Physical facilities

- Are they adequate?

Successes of the placement service

- Has the placement service had any positive effect on students and curriculum improvement?
- What percentage of students exiting school was helped by the service?
- What types of placement services were provided?

A placement service evaluation form is given in Sample 2.

For specific information on how a placement service should function, you may wish to read the following references: Allen, Job Placement Coordinator's Handbook (discusses the responsibilities of the placement specialist and presents various forms and questionnaires that he/she may use); Wasil, Job Placement (discusses and presents reports used by the placement specialists; forms and procedures used in identifying students, and in working with business and industry; and activities undertaken to help students prepare for careers); Wasil, Pre-Employment Model (presents a complete package of procedures, techniques, and forms for use in establishing in-school pre-employment clinics); and/or National Association for Industry Education Cooperation, Placement Services: A Training Manual (presents a rationale for establishing a placement service, and discusses how to organize a placement service and find jobs for students).

You may wish to arrange through your resource person to meet with a vocational administrator and/or placement specialist experienced in working with a placement service. You will need to contact this person to explain the purpose of your visit and to arrange the best time for this visit. At this meeting you may wish to discuss topics such as his/her experiences in establishing and working with a placement service, procedures for establishing and operating a student placement service, and forms used by the placement service.

SAMPLE 2

EVALUATION FORM FOR A PLACEMENT SERVICE

	Quality of Activity				
	Excellent	Good	Fair	Poor	Comments
I. Administration and Teacher Support					
A. The administration provides leadership and a cooperative atmosphere in which the placement service can function.	☐	☐	☐	☐	
B. The administration has established definite policies and provides sufficient funds for them to be carried out.	☐	☐	☐	☐	
C. There is cooperation among the placement staff members and each feels that they must work together in order to achieve the basic objectives of the program.	☐	☐	☐	☐	
D. Teachers aid the specialists by contributing to the cumulative records, referring students to the specialists, and assisting students to gain additional educational and occupational information.	☐	☐	☐	☐	
E. Support which allows the placement service to be an integral part of the educational program is given.	☐	☐	☐	☐	
F. Teachers incorporate activities into the classroom that will give students job-hunting skills.	☐	☐	☐	☐	
II. Organization of the Placement Service					
A. The placement service is functioning under identified goals and objectives.	☐	☐	☐	☐	
B. The placement service is striving to meet these goals and objectives.	☐	☐	☐	☐	
C. These goals and objectives are based upon identified student and community needs and characteristics.	☐	☐	☐	☐	
D. The service is accessible to all students requesting placement help.	☐	☐	☐	☐	
E. The service has definite and continuous methods for self-evaluation and improvement.	☐	☐	☐	☐	
F. The placement service provides for an appropriate specialist-student ratio.	☐	☐	☐	☐	

	Quality of Activity				
	Excellent	Good	Fair	Poor	Comments
G. Arrangements have been made for specialists to have time to perform their services and for the students to visit them during the day.	☐	☐	☐	☐	
H. Adequate clerical assistance is provided for the placement service.	☐	☐	☐	☐	
I. The service provides orientation or pre-employment meetings for all students.	☐	☐	☐	☐	
J. The service aids in school staff inservice training meetings.	☐	☐	☐	☐	
K. The service utilizes the help of a placement advisory committee.	☐	☐	☐	☐	
L. The service has available a supply of materials and audiovisual aids on the placement service.	☐	☐	☐	☐	
III. Activities of the Placement Specialist					
A. The placement specialists are in the office on a scheduled basis.	☐	☐	☐	☐	
B. Specialists maintain evening office hours.	☐	☐	☐	☐	
C. Specialists are available on a scheduled basis during vacations and holidays.	☐	☐	☐	☐	
D. Specialists maintain close contact with post-secondary schools and colleges.	☐	☐	☐	☐	
E. Specialists maintain close contact with employers and actively seek job opportunities for students.	☐	☐	☐	☐	
F. Specialists seek to develop jobs for students where none existed before.	☐	☐	☐	☐	
G. Specialists visit students at their employment sites.	☐	☐	☐	☐	
H. Specialists visit homes, if necessary, to discuss career and/or educational planning with parents.	☐	☐	☐	☐	
I. Specialists cooperate with placement-related agencies and special needs referral agencies.	☐	☐	☐	☐	
J. Specialists engage in continuous professional studies.	☐	☐	☐	☐	
K. Specialists assist with publicity activities.	☐	☐	☐	☐	

	Quality of Activity				
	Excellent	Good	Fair	Poor	Comments
L. Specialists work with vocational teachers to develop job training sites.	☐	☐	☐	☐	
M. Specialists discuss with students the actual duties, requirements, and opportunities of specific jobs the student may be applying for.	☐	☐	☐	☐	
N. Specialists perform educational placement services for students.	☐	☐	☐	☐	
O. Specialists maintain accurate student follow-up records and assist with follow-up studies.	☐	☐	☐	☐	
IV. Student Record Keeping					
A. Individual inventory information, adequate in nature and current in content, is available on, and used to place, each student requesting placement service.	☐	☐	☐	☐	
B. Individual inventory records are kept in a central location that is easily accessible to all school staff.	☐	☐	☐	☐	
C. Records are maintained on the number of students who registered for placement services and their current status.	☐	☐	☐	☐	
D. Records are maintained on the number of students who were placed and in what areas.	☐	☐	☐	☐	
E. Records are maintained of areas in which students experienced difficulty in being placed.	☐	☐	☐	☐	
F. All records are kept up to date, compact, usable, dated, and orderly.	☐	☐	☐	☐	
G. Arrangements are made and enforced to control the use of confidential information.	☐	☐	☐	☐	
V. Information Services					
A. Informational publications provide up-to-date occupational, educational, and recreational information for student use.	☐	☐	☐	☐	
B. This information is kept in a specific location that is easily accessible to students.	☐	☐	☐	☐	

	Quality of Activity				
	Excellent	Good	Fair	Poor	Comments
C. New informational publications are constantly being sought and obtained.	☐	☐	☐	☐	
VI. Placement Physical Facilities					
A. The placement office is located in or near the guidance office.	☐	☐	☐	☐	
B. The placement office is easily accessible to students.	☐	☐	☐	☐	
C. The placement office is equipped with suitable furniture and supplies.	☐	☐	☐	☐	
D. A small waiting area is provided for students.	☐	☐	☐	☐	
E. Conveniently located display space is provided for placement information.	☐	☐	☐	☐	
VII. Successes of the Placement Service					
A. The placement service has helped to reduce the number of dropouts.	☐	☐	☐	☐	
B. As needs have been identified through placement counseling, the curriculum courses have been revised, developed, and improved accordingly.	☐	☐	☐	☐	
C. There is evidence that the placement service has helped students make sound career choices.	☐	☐	☐	☐	
D. There is a demand for increased and improved placement services.	☐	☐	☐	☐	

The following items check your comprehension of the material in the information sheet, "A Student Placement Service," pp. 7-38. Each of the six items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. You are a vocational administrator in a small school that has recently decided to establish a placement service. Ms. Brickman, a vocational teacher has just made the following remarks to you:

   > I'll be glad when our placement service is operational and somebody else is worrying about placing these kids. I'm tired of assuming placement responsibility. Soon we'll be able to drop the whole business in the lap of a placement specialist. She or he can place our students and then we teachers can forget about them!

   How would you reply to this teacher?

2. You are preparing to leave for the day when Tom Wyman, a vocational supervisor, storms into your office. He is very upset because he can't see why the school should spend so much money to establish a placement service. "After all," he says "isn't that what employment agencies are for? Aren't they supposed to find kids jobs?"

   What reasons would you give in support of establishing a placement service?

3. You have been assigned to oversee the establishment of the placement service. Outline and briefly explain the steps that will need to be taken before the service will begin to function. This will include all activities up to and including forming a placement advisory committee.

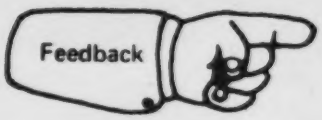
4. You and the guidance and counseling coordinator have just finished interviewing the first candidate for the placement specialist position. You are trying to decide whether to hire the interviewee, Mr. Weisenback. He had a pleasant personality and you feel certain that he will get along with both the students and the staff. You also feel that his friendly, out-going nature will be an asset in his relationships with employers.

   Mr. Weisenback started his career in personnel work with a pharmaceutical company and is currently the personnel manager for the same company. You feel confident about his experience since he said part of his current job responsibilities include hiring employees and working with information related to labor economics and manpower utilization. As you are thinking about Mr. Weisenback, you suddenly remember a parting comment he made. He mentioned his wife was a teacher, so working in the placement department would certainly make their working hours very compatible.

   Are you going to hire Mr. Weisenback? Why or why not?

5. Identify some activities that you might propose be initiated to orient students to the placement service and to the career world.

6. What major areas would you wish to cover if you were asked to evaluate the placement service? Identify at least two questions that will help you to evaluate each area.



Compare your written responses to the "Self-Check" with the "Model Answers" given below. Your answers need not exactly duplicate the model responses; however, you should have covered the same major points.

MODEL ANSWERS

1. As a school administrator, you have a responsibility to try to change this teacher's attitude. To be effective, the placement service needs the support and understanding of both teachers and administrators. This teacher does not understand that the placement service should work with her and other teachers to place students. In addition to other responsibilities she should help the service understand her students' abilities, aptitudes, etc.

   You should explain to Ms. Brickman that the school has a responsibility not only to place students in a career. The responsibility is much more extensive than that. The school staff and the placement staff must work together to prepare students for a career, whether job or educational. This may include helping students clarify their goals, explore career alternatives, and/or develop job-hunting skills.

   By the same token, the school should not just forget about students after they are placed. These students and their progress in their careers should be noted and recorded in order to improve the curricular program and the placement service. The effective placement of students can be accomplished only as a result of school-wide teamwork and cooperation.

2. Tom Wyman needs help and an orientation to the placement service. He needs your help in understanding the importance of the school accepting responsibility for placement of its students. You should explain to him that his government has even stressed this responsibility by passing legislation to support the school's placement efforts.

   You should also tell him that the school is really in a better position to match students to careers. The school has a better understanding of the individual student's aptitudes, abilities, and interests. It can help the student make a knowledgeable career choice and then prepare him/her for this career. This interest and support on the part of the school can help to alleviate some of the fears a student may experience during the transition from school to a career and can help to give him or her a feeling of confidence.

This sincere effort to place students in appropriate careers can have a tremendous impact on the way the community feels about the school. The community can take pride in a school that cares about its students and attempts to "smooth the path" to their future careers. This effort tells the community that the school feels it is adequately preparing students for careers and wants the educational program to strive continually to prepare them for life outside the school environment.

3. Your outline of the activities that should take place before the placement service can become operational should include the following items.

   I. Gain support of top school administration
   (We can assume that this has already occurred since you have been assigned to oversee the establishment of the service.)

   II. Assess the school's placement needs
   (This assessment procedure should include comprehensive surveys conducted to determine student and community needs and characteristics. These surveys may need to be approved by the board of education.

      A. Student surveys

      You should make sure that the permanent file for each student contains all the necessary information and that they are kept up to date. You should also help to design a Student Planning Questionnaire to determine student career plans and student needs.

      B. Community surveys

      You need to survey the community to determine what resources are available and to gather extensive information about educational, occupational, and referral services opportunities. In order to gather this information, your outline should include provisions to make use of personal contact, telephone, and mail surveys.

   III. Gain board approval
   (All information obtained from the surveys should be compiled into a report and formally presented to the board. After gaining their approval for establishing a placement service, you should gain their approval to form an ad hoc placement planning committee.)

   IV. Form an ad hoc planning committee
   (This temporary committee should help the school to determine the goals and objectives of the placement

service, who the service will serve, the limits of the geographic area that students will be placed in, and placement policies and practices that the service should observe.)

V. Hire a placement staff
(You should determine how many placement specialists your school should hire based upon a ratio of 1 specialist per 300 students. You will also need secretarial and clerical staff to support the professional staff and adequate office space for the entire staff.)

VI. Form a placement advisory committee
(A permanent committee should be established to advise the placement staff. They will also serve as another link with the community and may be able to offer assistance in the actual placement of students.

4. You would probably be acting very wisely if you did not hire Mr. Weisenback. It's true that his personality is an asset and he has business experience that would be of great benefit to the school and to the placement function. However, there are two things about Mr. Weisenback that should make you wary of hiring him.

First, he does not have any work experience in a school environment. He may have little knowledge of the educational program structure. He may have difficulty understanding the problems and concerns of a student who is preparing for a career unless he has a son or daughter of his own. His knowledge of post-high school educational opportunities, referral services opportunities, financial aid programs, school policies and procedures, etc., would be very limited and would probably hinder him in fulfilling his placement responsibilities.

Secondly, you should have been concerned about Mr. Weisenback's last comment. It very definitely sounds as if he assumes that a placement specialist keeps regular school hours. This is <u>not</u> true! A specialist has to be available when his clientele will be most likely seeking placement services. This means working after school hours and during some vacations and holidays. Also, the placement specialist needs to serve in a public relations capacity and this responsibility would require Mr. Weisenback's attendance at various school and community presentations, banquets, etc.

5. An important part of student orientation to the placement service will be the orientation meetings scheduled specifically for this purpose. These meetings should be scheduled on a yearly basis to aid students who soon will be seeking a job. These meetings should be planned to explain the placement services provided and to help students gain job-seeking skills.

The educational program, itself, offers unlimited opportunities for teaching students the skills they will need in order to progress up the career ladder. Many learning activities can be incorporated into the school's program. For instance, students can be required to have a résumé in their permanent file by the time of their graduation. These résumés could be written in English classes with the help of teachers. Appropriate classes could provide instruction in job interviewing, good grooming, state and national tax structure, federal income tax returns, marriage, job applications, etc.

The school could initiate career days to familiarize students with job and educational opportunities. These career days also provide students with an opportunity to meet different employers and vice versa. This contact could be of great benefit when the student is looking for employment.

6. You should have identified the following major areas.

- Quality of support given by teachers and administrators
- Organization of the placement service
- Activities of the placement specialists
- Student record-keeping system
- Information services
- Adequacy of physical facilities
- Successes of the placement service

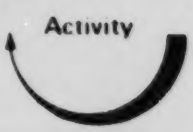
You should have identified at least two questions under each of the evaluation areas. You may wish to review the sample evaluation form, pp. 35-38 to check for additional questions you may have included.

LEVEL OF PERFORMANCE: Your completed "Self-Check" should have covered the same major points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, "A Student Placement Service," pp. 7-38, or check with your resource person if necessary.

Learning Experience II

OVERVIEW

After completing the required reading, demonstrate knowledge of the steps and procedures involved in planning a student follow-up study.



You will be reading the information sheet, "Student Follow-up Studies," pp. 49-70.

You will be writing your state department of education for information about follow-up study procedures, and for reports that may be required by your state.

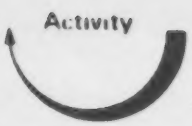
You may wish to read the supplementary references Paul, A Manual for Conducting Follow-up Surveys of Former Vocational Students; Bryan Independent School District, A Step-By-Step Procedure for Implementing a Computerized Follow-up System.

You may wish to interview a vocational administrator who is experienced in coordinating and supervising follow-up studies.

continued

You will be demonstrating knowledge of the steps and procedures involved in planning a student follow-up study by completing the "Self-Check," pp. 73-74.

You will be evaluating your competency by comparing your completed "Self-Check," with the "Model Answers," pp. 75-77.



For information on administrator responsibilities for follow-up studies, and the procedures and techniques for planning student follow-up studies, read the following information sheet.

STUDENT FOLLOW-UP STUDIES

Student and/or employer follow-up studies are conducted regularly by nearly all vocational schools as one very important means of evaluating instructional program effectiveness. While you as an administrator will seldom, if ever, conduct follow-up studies yourself, you are likely to be responsible for initiating such studies and supervising those responsible for carrying out the studies. You will also have responsibility for helping to analyze the student and employer follow-up data, and to make program improvement decisions based upon study findings. Major responsibility for organizing and conducting the follow-up studies will usually rest with a guidance counselor or some other staff member appointed by the school administration.

What is a Follow-up Study?

A follow-up study is a procedure that is initiated to collect data from or about individuals after they have had similar or comparable experiences. "Follow-up" implies the collection of data about something that has already taken place. In a school follow-up study, students are asked to reflect back on how an educational program either prepared or failed to prepare them for future careers. The following information refers to planning and conducting a comprehensive student follow-up study. Such a study usually includes securing information from the employers of former students as well as from the students themselves. This information can be extremely useful in developing and improving the educational program.

Why Conduct a Follow-up Study?

The school's decision to conduct a follow-up study should evolve from the objectives of the total program evaluation effort. Once the objectives of this effort have been determined, the school can proceed to identify the kinds of information needed to answer questions about how well the vocational and general education program objectives are being achieved. Several techniques and procedures may be necessary to collect the information needed. Follow-up studies, however, should never be viewed as the only method of evaluation.

Basically there are two types of follow-up studies that can be conducted. They are short-term (conducted only once for a group of students) and long-term (conducted more than once and at predetermined intervals for a group of students in order to cover a span of years). In order to gain more accurate and complete information for program improvement and development (which can only be done by following students' career paths,) your school should plan and conduct long-term follow-up studies.

Generally, long-term follow-up studies are used to obtain information about the extent to which the objectives of the educational program are being met. They are also used to identify program changes that may be needed. For example, a follow-up study may reveal that metal-working students are finding it difficult to locate jobs in the community. Employers explain that they need people with not only sheet metal training, but also air conditioning and electricity backgrounds. Based upon this information, the school may choose to combine or otherwise modify programs to provide students with the skills needed in all three areas.

Long-term follow-up studies also serve a very useful purpose in eliciting reactions from former students and their employers about how well the vocational and general education program prepared them for entry-level employment and/or further education. Important information may be obtained about questions such as the following.

- What school training was important to them?
- What school training was unimportant?
- What suggestions for improving the educational program do they have?

Some of the major reasons for conducting long-term follow-up studies are:

- to determine the relationship between former student job performance and the training received in school
- to determine what training and education future employees will need
- to determine the opportunities in the community for job advancement
- to determine how satisfied former students are in their careers
- to determine how satisfied employers are with the work of former students

- to determine the number and kinds of employment which former students entered locally and regionally on a part-time or full-time basis
- to learn the extent to which former vocational students have made use of their vocational training
- to discover the geographic mobility of students
- to discover the extent of occupational mobility among former students
- to obtain information from former students as to the adequacy of their training
- to ascertain why some former students dropped out before completing training
- to determine how the school could be of further assistance to the former students relative to counseling, training, and/or placement
- to discover the extent to which former students are taking advantage of available post-secondary and adult occupational and educational training opportunities
- to determine the occupational and educational difficulties encountered by former students

Follow-up studies and the data that is gathered can be of great value to the school in making program improvements. They help give the school accountability by providing evidence of the effectiveness of the vocational and general education programs. Some of the specific values of student and employer follow-up studies are as follows.

- Data gathered can help in evaluating and improving the curriculum and related services.
- Data can help to provide direction and emphasis for guidance and counseling activities. (It can help counselors identify areas that need attention.)
- The study can help develop good public relations with parents, business, industry, and students. (A good follow-up says, "We care" to parents and students. It reassures employers that the school is trying to improve.)
- The data can help to generate the development of new programs. (The data can help the school justify new programs. The school can also use the data to identify program areas that are no longer needed or that need modification.)

- The data can provide information that can be useful at statewide meetings of local administrators and supervisors. (For instance, the data may help to focus attention on placement and employment trends, reasons for good and poor placement, programs with marginal value or great value, or causes for lack of completion of training.)

- The data can provide needed information for completing annual local vocational program plans and various state reports.

Responsibilities for Follow-up

The School Administration

The implementation of follow-up studies will usually be the result of a top level administrative and/or board decision. The decision to conduct follow-up studies will incorporate considerations regarding whether the studies will be short-term or long-term, what time of the year the studies will be conducted, and when the studies will be initiated. Ultimate responsibility for coordinating all follow-up efforts and supervising the teachers, guidance counselors, and others who have major responsibility for planning and conducting the studies will normally be the administrator's.

As a school administrator, you will also be responsible for helping to develop positive attitudes about the follow-up studies within the school faculty. Their entire support and enthusiasm is needed if the studies are to be a success. You may also be responsible for allotting office space, assigning personnel, and scheduling time for the follow-up studies. Additional administrative responsibilities may include:

- approving all instruments
- disseminating results of studies
- implementing the findings
- providing financial support for the studies
- approving all costs incurred such as:
  - costs involved in the preparation and duplication of questionnaires
  - mailing costs
  - data processing costs

- costs involved in interpreting data and writing the resulting reports

- salaries of professional and clerical staff

- costs of all materials used

Teachers

The teachers will generally be involved in reviewing the stated objectives of the follow-up studies, helping to determine the methods of obtaining the data, determining the types of questions to ask, and helping to prepare questionnaires. In the past, vocational teachers in many states have had a major responsibility for planning and conducting the studies; however, in recent years a more centralized district or statewide follow-up system has been usually preferred.

Teachers who have daily contact with students are more likely to have gained the students' confidence and, thus, are in a better position to obtain feedback from them. The teachers can be instrumental in developing positive student reactions to follow-up studies and should be involved in the organization and implementation of such studies. They are often asked to sign or co-sign a cover letter that is mailed to former students along with the follow-up questionnaires.

Student Committee

Schools are finding out that student involvement in planning and conducting follow-up studies can be very rewarding for both the school and the students. Students can help to word the questions asked so that they will be easily understood by, and relevant to, former students. They can also help with mailing procedures, compilation of data, and address checks. Student involvement is also extremely valuable in the pilot testing of follow-up questionnaires.

Vocational Education Advisory Council

Advisory council members are in an excellent position to help obtain feedback from the community about the quality of former students' job performance. In many cases, these people will be employers of former students and can supply firsthand information. Many will also be in an ideal position to help survey other employers in similar fields of business and industry.

Advisory council members often possess information or insights that can be useful in preparing and conducting follow-up

studies. Council members, for example, might engage in some of the following activities.

- Help decide on the purposes of follow-up studies.
- Give suggestions for questionnaires and interview forms.
- Interview former students.
- Read and react to data gathered from the studies.
- Inform the community about the purposes of the studies.
- Help communicate the findings to the public.
- Help formulate recommendations for program changes based upon the findings.

School Board

The school board usually makes the final decision about participation in studies of the educational program. Members should periodically be informed of the progress of studies and should receive copies of the findings and any recommendations for program changes resulting from them.

Guidance Counselor(s) and Placement Specialist(s)

The guidance counselor(s) and the placement specialist(s) should be very interested in helping to plan and organize follow-up studies and many schools give them major responsibility for these activities. Their services are directly affected by the opinions of former students since the guidance and placement functions are specifically designed to help the students locate suitable jobs or educational opportunities.

The school counselor(s) and placement specialist(s) are logical people to participate in the formulation of objectives for follow-up studies. They can help select the groups to be surveyed, determine the type of data to be obtained and the methods of obtaining it, and help in constructing the questionnaire(s). Since these persons are usually familiar with many former students, they are in an excellent position to develop cover letters that will be meaningful to the students to be surveyed.

Developing a Plan for a Follow-up Study

In order to ensure the effective and efficient management of a follow-up study effort, a well thought-out written plan should be developed for conducting the study. This plan should be developed with input from teachers, administrators, the student

committee, the board, the advisory council, placement specialists, and school counselors. The plan should contain the following information:

- general description of the situation
- written philosophy and objectives for the follow-up study
- responsibilities of the groups involved in the study
- identification of boundaries or limitations
- activities to be conducted to assist in attaining the objectives of the follow-up study
- budget items and estimated costs
- schedule of activities
- reporting procedures
- plans for implementing the findings[5]

The follow-up study plan, once developed, should be submitted to the administration and/or board for final approval before work is actually begun to carry out the study.

Follow-up Procedures

There are two basic procedures for obtaining follow-up information from former students. These procedures are mail surveys and interviews. After determining the purposes of the study, which group(s) of students will be involved in the study, and the resources and time available, the staff members involved in the follow-up effort should determine the most appropriate method(s) of conducting the study or studies.

Mail Survey

The mail survey is the most popular procedure because large numbers of former students can be reached through mailings. In addition, it can be used to survey both students and employers. However, use of this type of survey can result in large numbers of non-respondents. If the survey is to yield useful information, a significant number of those students belonging to the

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[5]Module A-10, Conduct a Student Follow-up Study, from the Professional Teacher Education Module Series. (Athens, GA: The American Association for Vocational Instructional Materials, 1977).

The most appropriate method(s) of conducting follow-up studies should be selected.

class to be studied (the graduates and the dropouts) should supply feedback. In order to accomplish this, students should be told of the survey before they leave school and teachers should stress the importance of receiving their responses. You should be certain that the cover letter that is sent along with the questionnaire is written with great care. This letter should make the respondents feel that their responses are valuable and that they will be influential in the educational decision-making process.

Interviews

Phone or personal visit interviews can be successful in terms of the type of information received. They allow the interviewer to ask questions requiring in-depth answers, and probing questions which clarify answers. These can give important insights into the educational program as perceived by students and employers. However, the interview procedure can become very expensive and it requires a great deal of staff time. The best policy may be to use interviewing only on a sampling basis.

When the staff members responsible for the follow-up effort are considering which type of follow-up procedure to use, they should consider answers to questions such as the following.

- What kind of data is needed?
- How much data is needed?
- What are the possible sources of data?
- What are the advantages and disadvantages of each source?
- How much time is available?
- What is the size of the group to be studied?
- How much money is available for the project?
- How much staff time is available?
- How much experience does the staff have in conducting follow-up studies?

Conducting Follow-up Studies

Many schools are finding it most useful and valuable to conduct their follow-up studies in what may be considered four distinct phases. The first phase is often referred to as the "baseline study" phase. Its purpose is to acquaint students with, and to involve them in, the follow-up procedure before they leave school. After they leave school, each group of students being

studied should be surveyed at least twice. Most schools, however, survey the same group of students three times, in order to get a good picture of their students' career patterns. These studies are usually conducted one year, three years, and five years after graduation; they constitute the second, third, and fourth phases of the follow-up program.

It is preferable for the school to survey each graduating class during these time periods. However, if this is not possible, it is sufficient to survey each second or third class. The number of students who should be followed-up in each class will depend upon the size of your school. Generally, smaller schools tend to survey all students in a class and larger schools study stratified random samples.

Baseline Study

Whenever possible, all students should be involved in a baseline study. Senior students can be asked to fill out or at least review follow-up forms similar to those which will be sent to them one year later. Student's should be informed that this is one way the school has of maintaining contact with them. It should be emphasized that the students, upon leaving school, have a vested interest in maintaining up-to-date personal files with the school. They should be told that the information they provide the school will be used to aid other students, some of whom might be their own brothers and sisters. They should understand that they will be asked for their advice and that their advice will be listened to. The questionnaire that they will be sent a year from that time should be explained and discussed in class if at all possible. In some cases, the students can fill in the top section of a follow-up form and address their own envelopes.[6]

One-Year Study

A one-year follow-up study is often conducted at the request of state vocational education agencies. Many vocational state departments of education have developed instruments and follow-up procedures which are used on a statewide basis to ensure some standardization and uniformity in the data collected. It is your responsibility to be fully aware of any follow-up study procedures and/or related reports required by your state department. These agencies often require schools to supply them with follow-up data so that they can complete reports to the federal government.

This initial study provides the school with its first opportunity to get useable former student data. It is primarily undertaken to secure basic information such as employment status,

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[6]Adapted from Raymond A. Wasil, Follow-up. (Delaware, OH: Today Educational Services, 1971), pp. 6-7.

job title, further education being taken and where; and to gain student and/or employer insights into the adequacy of training received in the instructional program. The results of this study should indicate which students are unemployed, underemployed, or for other reasons, still seeking employment. The school placement officer may wish to contact these students to help them locate jobs or further educational opportunities. Typical questions asked in this survey include the following.

- Was your preparation adequate?
- What problems did you face in the transition from school to work? To further education?
- What kinds of additional training do you need or desire?

Three-Year Study

A three-year follow-up study gives the school additional information on students who have been working since leaving school. For a secondary school it also has the advantage of supplying the first job information on students who were enrolled in junior, community, or technical colleges. These former students should have been employed about one year at this time and can provide information about their present status. This survey usually asks the student to indicate any job or location changes; to react to the education program, the guidance department, and the placement service; and to designate any additional educational and/or training needs.

Five-Year Study

The five-year follow-up study supplies the first job information about students who have been enrolled in four year educational institutions and those who have been recently discharged from military service. It is undertaken to secure information on job histories, further education and/or training, and skills identified by former students as being most useful in post-high school studies or jobs. The five-year study provides students with an opportunity to reflect on their career choices and to identify any major problems faced in their jobs. It also helps the school identify worker mobility patterns.

Considerations

Well-conducted follow-up studies can provide information that will help the school to better prepare youths for the work world. The procedures that are initiated to gain this information and the plans and organization that are used to implement the study, will determine just how valuable the information is. The study must involve the appropriate persons who are directly

concerned with the school's future and should be based on the following considerations.

- The study will produce valid and reliable information on a specified group or occupational area.
- The study will produce a high rate of response.
- The study can be conducted at a reasonable cost.
- The study will have practical application and will not yield information that gathers dust on a library shelf.
- The study will provide data useful in making data-based decisions about program improvements.

An example of a student questionnaire designed to evaluate a vocational program is given in Sample 3. This questionnaire is relevant if the purpose of a school follow-up system is to evaluate a vocational program. It can also be easily adapted for use in evaluating a general education program, the total instructional program, etc. For example, if the purpose of a specific follow-up study is to evaluate the total instructional program effectiveness in helping students advance in job and educational careers, the questionnaire would need to be expanded to include questions that fully cover preparedness for, and advancement in, education. In addition to other adjustments, the word "instructional" would need to be inserted in place of "vocational," in each question that refers to "vocational program."

As you read the questions in the sample, visualize how the data received from such a questionnaire could be used to develop and improve a vocational program and other related school services. For example:

- Questions 7, 8, 21, 22, 30-32 -- The data received from these questions give you indications of the adequacy of the vocational program. Suppose you were an administrator reviewing data received from this questionnaire. If a students's answer to Question 7 was that he/she was employed in a completely different occupation from the one in which he/she received training, you might find the reason for that different occupational choice in Questions 8 and/or 21. A review of the students' written comments to Questions 30-32 may provide you with specific information as to the strengths and/or weaknesses of the program and may help you identify needed program modifications.
- Questions 10, 17, 18 -- Once again, assume you are an administrator reviewing data received from the questionnaire. The data received from Questions 10, 17, and 18 will give you a general picture of the placement services (e.g., Are students using the placement services to find jobs? Were

students aware of existing placement services when they were enrolled in school?).

Sample 4 is an example of an Employer Follow-up Questionnaire. Use of an employer questionnaire such as this can give you specific information about former students' abilities on the job and can provide useful data for school program evaluation. Employers are generally quite willing to provide frank reactions as to how well they feel an educational program--secondary or post-secondary--has prepared students for their employment. It is particularly valuable if employers can provide follow-up information on more than one employee (former student). One student may not have acquired the necessary job skills for any of a variety of reasons, but if several employees who received the same educational program exhibit common deficiencies, chances are the program does not adequately address those skill areas.

Using Follow-up Studies Data for Program Planning

The purpose of any program evaluation should be to determine what changes are needed in order to improve the instructional program(s) being offered. Follow-up studies, while only one source of evaluative data, are a very important source. If carried out repeatedly through the four phases outlined earlier in this module, follow-up studies can also be a continuing source of valuable feedback from the "products" of the educational program--its former students. To result in program improvements, the feedback obtained from follow-up studies, however, must be properly summarized, disseminated, and fed into the decision-making processes of the educational system.

Making effective use of follow-up studies data requires that three additional steps be carried out in completing the follow-up studies process. These steps include: (1) formulating recommendations, (2) communicating the findings and recommendations, and (3) implementing the recommendations.

Formulating Recommendations for Program Change

This very important step can only be briefly addressed here. It cannot be over-emphasized, however, that the care with which recommendations for program changes are formulated will determine to a large extent whether the follow-up studies will have any significant impact on program quality. In an educational system, the implementation of recommendations or program changes will normally involve decision-makers at several levels. At the highest levels are the citizens of the community and their representatives on the board who are charged with major program, policy, and financial decisions. The various levels of the administration are charged with carrying out policy decisions and with supervising the daily operation of the overall instructional program. In addition to these decision-makers, however, there

DF-6

SAMPLE 3

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY

INITIAL FOLLOW-UP SURVEY OF FORMER VOCATIONAL STUDENTS

Student and Vocational Program Identification

Your Social Security Number ___ ___ ___ ___ ___ ___ ___ ___ ___

Is Your Name and Address Correct as Printed Above?
If not, please print the corrected information below:

New Name _____ _____ _____
Last Name — First and Middle Initial

New Address _____
Number and Street or Rural Route

_____ _____ _____ _____
City, Town, or Post Office — State (abbreviated) — Zip Code

(DF-6 Revised 1971)

DIRECTIONS:

WHEN ASKED TO "CHECK" A BOX, PLEASE USE AN "X" TYPE MARK.

WHENEVER THE WORDS **THIS VOCATIONAL PROGRAM** APPEAR, THEY REFER TO THE VOCATIONAL PROGRAM PRINTED ON THE IDENTIFICATION LABEL ABOVE.

1. Since you left this vocational program, did you seek **full-time** employment? (30 or more hours per week)

49 ☐ Yes ☐ No

2. If you did not seek **full-time** employment when you left this vocational program, indicate the reason.

Check only one box

50
1 ☐ Expected to enter another school
2 ☐ Housewife or about to be married
3 ☐ Physical or other handicap
4 ☐ Not interested in a job
5 ☐ Expected to enter the military service
6 ☐ Only wanted to work part-time (less than 30 hours per week)
7 ☐ Other (specify) _____

3. Did you seek **part-time** employment (less than 30 hours per week) when you left this vocational program?

51 ☐ Yes ☐ No

4. If you sought **part-time** employment, instead of full-time employment, when you left this vocational program, indicate the reason.

Check only one box

52
1 ☐ Expected to enter another school
2 ☐ Housewife or about to be married
3 ☐ Physical or other handicap
4 ☐ Not interested in a full-time job
5 ☐ Expected to enter the military service
6 ☐ Unable to find a full-time job
7 ☐ Other (specify) _____

5. How many **full-time** jobs (30 or more hours per week) have you held since you left this vocational program?

53
1 ☐ **None**
2 ☐ 1 full-time job
3 ☐ 2 full-time jobs
4 ☐ 3 to 5 full-time jobs
5 ☐ 6 or more full-time jobs

NOTE: If your answer to question 5 was **NONE**, skip to question 16.

6. If you got a **full-time** job when you left this vocational program:

What was your job? _____

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7. How closely did your **first full-time** job (30 or more hours per week) after leaving this vocational program relate to the training you received?

60 Check only one box

1 ☐ I was employed in the occupation for which I was trained by this vocational program
2 ☐ I was employed in a related occupation
3 ☐ I was employed in a completely different occupation

8. Did this vocational training program adequately prepare you for your **first full-time** job after leaving this training?

☐ Yes ☐ No

9. What was your **beginning hourly wage** on your **first full-time** job since leaving this vocational program?

62 Check only one box

1 ☐ $1.59 or less per hour
2 ☐ $1.60 to $1.99 per hour
3 ☐ $2.00 to $2.49 per hour
4 ☐ $2.50 to $2.99 per hour
5 ☐ $3.00 to $3.99 per hour
6 ☐ $4.00 or more per hour

10. How did you get your **first full-time** job after leaving this vocational training?

Check appropriate box or boxes below

☐ I got the job myself
☐ My family or friends helped me get the job
☐ The job placement services provided by the school helped me get the job
☐ The state employment service helped me get the job
☐ A private employment agency helped me get the job
☐ Other (specify) _____

11. What is the **most** you have earned on a **full-time** job since leaving this program?

66 Check only one box

1 ☐ $1.59 or less per hour
2 ☐ $1.60 to $1.99 per hour
3 ☐ $2.00 to $2.49 per hour
4 ☐ $2.50 to $2.99 per hour
5 ☐ $3.00 to $3.99 per hour
6 ☐ $4.00 or more per hour

12. If you have held two or more **full-time** jobs (30 or more hours per week) since you ended this vocational training, check one box below.

70
1 ☐ I was trained in school for my **last** job
2 ☐ My **last** job was related to this vocational training
3 ☐ My **last** job was not at all related to this vocational training

13. Indicate below the **location** of your present or most recent **full-time** employment.

_____ Village, Town, City

_____ County

_____ State

71 For State Use Only

14. If you are presently working, what is your job?

_____

69 For State Use Only

15. What **wages** are you presently earning?

35 Check only one box

1 ☐ $1.59 or less per hour
2 ☐ $1.60 to $1.99 per hour
3 ☐ $2.00 to $2.49 per hour
4 ☐ $2.50 to $2.99 per hour
5 ☐ $3.00 to $3.99 per hour
6 ☐ $4.00 or more per hour
7 ☐ I am unemployed

16. What is your **current employment status?**

Check the appropriate box or boxes below

☐ I am employed
  ☐ **full-time** (30 or more hours per week)
  ☐ **part-time** (less than 30 hours per week)
☐ I am **unemployed,**
  ☐ **but looking** for work
  ☐ and **not looking** for work
42 ☐ I am in the **military service**

1971

17. As best you know, what type(s) of **job placement service(s)** were provided by the school and the vocational program in which you were enrolled?

49
- ☐ A school placement service coordinated with the State Employment Service
- ☐ Vocational Teachers helped place students in jobs by making referrals
- ☐ Guidance Counselors helped students find jobs
- ☐ Other (specify) _____
- ☐ School had no placement services

18. After you got your **first** job (full-time or part-time) following this vocational training, have you ever again used any of the **job placement services** provided by the school or this vocational program?

☐ Yes ☐ No

If yes, check the service(s) you have used since getting your first job

50
- ☐ Coordinated service provided by school and state employment service
- ☐ Vocational teacher assistance
- ☐ Guidance counselor assistance
- ☐ Other (specify) _____

19. How many separate vocational courses did you take while enrolled in this vocational program?

53 ____ Courses

20. Did you enroll in this vocational program with the specific purpose in mind of getting skill training in order to get a job in this field.

☐ Yes ☐ No

21. Were you **satisfied** with the vocational training you received in this program?

☐ Yes ☐ No

22. Would you **recommend** this vocational program to others?

☐ Yes ☐ No

23. Since you left this vocational program, have you enrolled in any **additional education** program(s)?

58 ☐ Yes ☐ No

(CONTINUED NEXT COLUMN)

23. Continued.

If yes, check type(s) and purpose(s) below:

59
- ☐ **General education program(s)**
  - ☐ To raise my general education level
  - ☐ Informal, noncredit course(s)
- ☐ **Vocational program(s)**
  - ☐ To upgrade the vocational skills previously learned in this program
  - ☐ To learn a new occupation

What type(s) of vocational training program(s) did you attend?

67
- ☐ Private school(s)
- ☐ Public school(s)
- ☐ Business or Industry

24. If you did enroll for additional education after leaving this vocational program, have you received (or do you expect to receive) one or more of the following:

☐ Yes ☐ No

If yes, check type(s)

70
- [ ] A certificate (type) _____
- [ ] A diploma (type) _____
- [ ] A 2-year associate degree (major) _____
- [ ] A 4-year college degree (major) _____
- [ ] Other (specify) _____

25. Are you **now** enrolled in a **vocational** program?

☐ Yes ☐ No

26. Are you **now** enrolled in any **educational** program(s) other than vocational?

☐ Yes ☐ No

27. Are you interested in getting **more vocational** training?

☐ Yes ☐ No.

28. Are you interested in getting **more general** education?

77 ☐ Yes ☐ No

29. If you are interested in getting **more training** of **any kind**, indicate the type you are interested in:

_____

Continued on Next Page

79 For State Use Only

Your ideas and reactions in response to these questions would be appreciated.

Your comments will be kept strictly confidential.

30. What specific things about this vocational program have you found to be the most useful to you in your present job?

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31. What specific things about this vocational program have you found to be the least useful to you in your present job?

40 For State Use Only

32. Based on your experiences, what suggestions do you have for improving this vocational program?

44 For State Use Only

SAMPLE 4

EMPLOYER FOLLOW-UP QUESTIONNAIRE

(Confidential)

I. Personal Information

Employee's Name_____

Employer's Name_____

Employer's Address_____

Directions: The following form should be completed by a supervisor who is familiar with the work of the employee. Please complete the form even if the employee no longer works for your company.

Supervisor's Name_____

Job Title_____

EMPLOYEE PERFORMANCE ASSESSMENT FORM

I. Total number of months employee employed by your firm _____

II. Work Status

A. Is employee still employed by your company? ☐ Yes ☐ No

B. If "No" check below:

☐ Fired

☐ Laid Off

☐ Quit

III. How would you rate the employee on each of the following characteristics:

	1 (poor)	2 (average)	3 (above average)	4 (excellent)
A. The quality of employee's work.....	☐	☐	☐	☐
B. The quantity of employee's work.....	☐	☐	☐	☐
C. The degree to which the employee possesses specific job-related knowledge important to success on the job.....	☐	☐	☐	☐
D. The degree to which the employee is able to operate equipment used on the job....	☐	☐	☐	☐
E. The degree to which the employee possesses basic communication (verbal and written) skills....	☐	☐	☐	☐
F. The employee's appearance when working.....	☐	☐	☐	☐
G. The employee's attitude towards his/her job.....	☐	☐	☐	☐
H. The employee's attendance at work.....	☐	☐	☐	☐
I. The employee's ability to cooperate and work with others...	☐	☐	☐	☐
J. The employee's willingness to learn and improve.....	☐	☐	☐	☐

IV. Specific Comments:

V. Hiring Forecast for your Company

A. Do you plan to hire in the near future? ☐ Yes ☐ No

B. If "Yes" what type of jobs would you be hiring for? Please specify.

_____

_____

_____

_____

C. Would you hire a high school graduate? ☐ Yes ☐ No

D. Would you hire a school dropout? ☐ Yes ☐ No

E. Would you be interested i a school work study or co-op program? ☐ Yes ☐ No

Thank you for your cooperation!

are also many program decisions or modifications which can be made by the teachers or others concerned.

When formulating recommendations, all of these decision-makers need to be kept in mind. It should always be remembered that staff who participate in the follow-up process and who have an opportunity to review the findings and to help make the resultant recommendations, are more likely to work toward their implementation. It is also very important when formulating recommendations for change, to present as much evidence as possible to document the need for change. Good recommendations are usually supported by responses to more than one question and by data collected from both employers and former students. Evaluation data other than that obtained from follow-up studies should also be utilized whenever appropriate.

Communicating the Findings and Recommendations

At least two reports should be prepared of the findings and recommendations resulting from a follow-up study: a detailed report for decision-makers and a general report for others. A comprehensive report of the entire study will usually be of interest and value to administrators, teachers, board members, and advisory council members, but will probably be too detailed for the average parent, employer, and former student. For the latter persons, a reduced size or "popularized version" of the highlights of the full report should be prepared and widely disseminated. In preparing the reports, appropriate use should be made of charts, graphs, and diagrams to help explain and document findings of the studies.

Decision-makers cannot take appropriate action unless these findings and recommendations are effectively communicated to them. Communication involves much more than the preparation and dissemination of reports; although that is one important aspect of the task. Another important aspect of the communciation process involves providing appropriate opportunities for discussion of the findings and recommendations contained in the reports by the teachers, administrators, advisory council members, and board members.

Implementing the Recommendations

If you are the administrator responsible for overseeing the follow-up studies, you will also have an obligation to those who carry out the studies to see that as many as possible of the recommendations forthcoming are implemented. The preparation of reports alone will not do the job. You will need to take advantage of every appropriate opportunity to discuss the findings of the studies and the resultant recommendations with the appropriate decision-makers.

It often is easy to quickly implement some of the recommendations from a follow-up study, while other recommendations may require much time and/or money to implement. The key point to remember is that you have an important responsibility to see that as many data-based recommendations for program improvements are made as is possible. If valid reasons exist as to why the administration or the board cannot implement some of the recommendations made, these reasons should be appropriately communicated to the vocational advisory council members and other concerned individuals and groups.

Follow-up studies can be an important tool for the ongoing improvement of any educational program when they are well-organized, effectively carried out, and the recommendations resulting from them are implemented. It should be recognized from the start that the implementation of program improvements is never an easy task, but when the changes needed will result in higher quality programs for our students, it is a task well worth the effort necessary.

For information on former student follow-up procedures and/or data reporting requirements, write to your state department of education, evaluation/reporting section, vocational division, for information. Ask for sample questionnaires, administration guidelines, reporting forms, and requirements. Your resource person may be able to supply you with a specific contact person and address.

For further information on follow-up studies, you may wish to read Paul, A Manual for Conducting Follow-up Surveys of Former Vocational Students (discusses specific techniques and procedures for planning and conducting former vocational student follow-up studies); and Bryan Independent School District, A Step-By-Step Procedure for Implementing A Computerized Follow-up System (presents forms and procedures to be used in establishing a computerized follow-up system).

You may wish to interview a vocational administrator who has recently had experience in coordinating and supervising follow-up studies. Ask him/her to identify those who had responsibility for planning and conducting the studies and why the responsibility was assigned to them. Ask the administrator what his/her follow-up role involved, and what problems and successes were encountered when planning and conducting the follow-up studies. You may also which to secure copies of questionnaires, planning outlines, etc.

The following items check your comprehension of the material in the information sheet, "Student Follow-up Studies," pp. 49-70. Each of the four items requires a short essay-type response. Please respond fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. The two types of follow-up studies are short-term and long-term. Based upon what you know about the purposes for conducting follow-up studies, why are long-term studies a better method of collecting follow-up data?

2. Who should be involved in determining the specific objectives of a follow-up study, organizing and planning for the study, and conducting the study?

3. What are the two basic procedures available for obtaining follow-up information? Name at least one advantage and one disadvantage of both.

4. How often should the school conduct follow-up studies on each class that is being studied? What are the major reasons for conducting studies at each of these time intervals?

Compare your written responses on the "Self-Check" with the "Model Answers" given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same major points.

MODEL ANSWERS

1. Short-term follow-up studies are conducted only once for each group of students being studied. If your school chose to use this type of follow-up study, it would only be gathering data about students at one particular time in their lives. A short-term study would not allow the school to follow the career paths of students and then make program improvements and revisions based upon the turns that students' careers make during a span of years.

   Long-term follow-up studies are conducted at predetermined intervals and are conducted more than once for each group of students being studied. This system of follow-up allows a school to study the student's career history over a period of years. The long-term system allows the school to seek data about questions such as: (1) What are the opportunities in the community for job advancement? (2) How satisfied are former students with their jobs? (3) What training was useful to students and what was not? (4) In what areas did students need more training than was provided by the school? (5) What is the geographic mobility of students?

2. Effective follow-up studies should result from a total school-wide effort. Everyone connected with the school should be involved--to varying degrees--in planning, organizing, and conducting the studies. Top school administration will have prime responsibility for determining the follow-up procedure that a school will follow (i.e., short-term or long-term, the time of year studies will be conducted, when the procedure will be initiated). The board will generally give final approval for the follow-up program.

   The top administration generally assigns someone prime responsibility for the studies. This person will usually be a guidance counselor or a school administrator. Others who are normally involved in organizing, planning, and conducting the studies include teachers, students, placement specialists, and the vocational advisory council.

3. The two follow-up procedures are mail surveys and interviews (phone or personal visit). The advantages and disadvantages are as follows:

   Mail Surveys: Advantages

   - They reach large numbers of former students.
   - They can be used to gain information from both students and employers.

   Mail Surveys: Disadvantages

   - It is easy for students and/or employers to neglect to fill them out and/or mail them back to the school; thus, use of mailings can result in large numbers of non-respondents.

   Interviews: Advantages

   - Since interviews are conducted on a personal basis, their use allows the interviewer to ask questions requiring in depth responses and questions that can clarify previous responses.
   - Interviews are a good way to "sample" student and/or employer responses.

   Interviews: Disadvantages

   - This procedure can become very expensive.
   - It requires a great deal of staff time.

4. A minimum of two follow-up studies should be conducted for each group that is being surveyed. However, three studies conducted after the students leave school allow the school to get more accurate and complete data. A fourth study (baseline study) conducted before the students leave school can help lay the groundwork for these three later studies. The later studies should be conducted at one, three, and five year intervals. The baseline study helps students become oriented to the follow-up system and to understand the importance of their responses to the success of future follow-up studies.

   The one-year follow-up study allows the school to find out what the student is doing--attending a post-secondary institution, a college or university, working, seeking employment, etc. It allows the school to get basic information about the student's career (e.g., job title, salary, marital status, college major) and to gain initial student and/or employer reactions as to the adequacy of the training received in school.

There are two major purposes for conducting a three-year follow-up study. First, it allows the school to get additional information on students who have been working since leaving school (e.g., job or location changes, training needs). Second, this is the first opportunity for a secondary school to get job information on those students who were enrolled in junior, community, or technical colleges.

Five-year follow-up studies supply the school with the first job information about students who have been enrolled in four-year institutions and those who have been discharged from military service. These studies help the school to identify worker mobility patterns (both geographic and job advancement). They usually can produce useful information about student opinions and attitudes regarding the training received in school. This is because students have been out long enough to forget possible bias and they have a better understanding of the skills needed to succeed in the career world.

LEVEL OF PERFORMANCE: Your completed "Self-Check" should have covered the same major points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, "Student Follow-up Studies," pp. 49-70, or check with your resource person if necessary.

Learning Experience III

OVERVIEW

Given functioning student placement and follow-up services in an actual school, critique these services.

NOTE: The next two activities involve identifying, visiting, and critiquing in writing, placement and follow-up services in an actual school. If it is not possible for you, alone, to visit an actual school, proceed directly to the explanation of the alternate activities on the next page.

You will be identifying a school which has functioning placement and follow-up services, and visiting that school to gain the information you will need to critique the services.

You will be critiquing in writing the placement and follow-up services, based upon the information you gather.

Your competency in critiquing functioning placement and follow-up services will be evaluated by your resource person, using the criteria in this module as a guide.

continued

You will be identifying a school which has functioning placement and follow-up services and visiting that school with a group of peers, or asking a placement-follow-up specialist from that school to visit and speak with your group to gain the information you will need to critique the services.

You will be critiquing the services as a group, based upon the information you gather.

Your competency and the group's competency in critiquing functioning placement and follow-up services will be evaluated by your resource person, using the criteria in this module as a guide.

NOTE: The next two activities involve identifying, visiting, and critiquing in writing, placement and follow-up services in an actual school. If it is not possible for you, alone, to visit an actual school, turn to pp. 89-91 for an explanation of the alternate activity.

Arrange through your resource person to visit a school with functioning placement and follow-up services. You will need to contact the school placement specialist, or the specialist and the responsible school administrator to request permission to visit and to arrange the best time for your visit. During the visit, you will be seeking information using the "Question Form" on the following page as a guide and by observing the services, if possible.

Directions: Seek answers to the following questions by asking the placement specialist or the specialist and the school administrator, or by observation. Record the answers in the space provided below each question.

QUESTION FORM

Placement Service

1. What policies has the school administration established regarding the placement service?

2. What procedures were followed in establishing the placement service?

3. What systems have been established to ensure that specialists and teachers work together in the placement of students? (For example, updating school records, referring students to placement office, helping students find occupational and/or educational information.)

4. What activities do teachers incorporate in their classrooms that support the placement services? (For example, helping students learn interview techniques, helping them to understand the tax structure and income tax forms, teaching them how to fill out job applications.)

5. What are the goals and objectives of the placement service? How does the service strive to meet them?

6. What methods have been established for self-evaluation and improvement of the placement service?

7. What services does the placement service provide to orient students and staff to their function? (For example, orientation meetings, inservice training for staff.) How are these activities organized? What are the main topics of discussion?

8. Is there an appropriate placement specialist-student ratio?

9. Are specialists available on a scheduled basis and during the evenings, vacations, and holidays?

10. What activities does the specialist engage in? (For example; maintaining close contact with post-secondary schools and colleges, employers, and special needs referral agencies, seeking to develop jobs for students, visiting students on employment sites, following-up on placed students.)

11. How is the placement service publicized?

12. What techniques and procedures are utilized to ensure accurate up-to-date information on all students? What information is obtained? Are records accessible to staff, but controlled so as to ensure confidentiality?

13. What procedures are utilized to ensure up-to-date occupational, educational, and recreational information? Is the information easily accessible to students? Is it kept in a specific location?

14. Are the placement office physical facilities adequate? Why or why not?

15. What does the placement service feel are its major successes? What is the bases for determining these services?

Follow-up Service

16. Who has responsibility for organizing follow-up studies. How are the studies organized?

17. Who is involved in conducting follow-up studies? What are their responsibilities?

18. For what reasons does the school conduct follow-up studies?

19. What follow-up procedures are used?

20. When are follow-up studies conducted?

21. Is follow-up data utilized for curriculum improvement, etc.? How?

22. Are an acceptable number of former students responding to the follow-up studies? Why or why not?

23. How are the results of the follow-up study evaluated?

Based upon the information you have gathered about the placement and follow-up services, write a critique of the services. Your critique should reflect a consideration for what you have learned about effective placement and follow-up services. Use the following questions to guide your critique:

- Do you feel the placement service was adequately serving students and community? Why or why not?
- What activities might the placement service undertake to expand and/or improve its services?
- Did the school staff and administration appear to support the placement and follow-up services? Why or why not? If not, what might be done to correct this situation?
- Are the placement specialists easily accessible to students? Why or why not?
- Are adequate provisions made for self-evaluation and improvement of the placement services? Why or why not?
- Do the follow-up studies appear to be producing reliable, adequate results? Why or why not?

There is no formal feedback device for this activity. Therefore, your competency will be evaluated by your resource person.

Arrange to meet with your resource person to review the information you gathered and your written critique. Based upon this information, your resource person will evaluate your competency in critiquing placement and follow-up services. If you are weak in any area, you and your resource person should meet to discuss what you can do to gain competency in the weak area(s).

Arrange through your resource person to visit a school with functioning placement and follow-up services. You will be visiting this school with a group of your peers who are also taking this module. You,

a member of your group, or your resource person will need to contact the school placement specialist, or the specialist and the responsible school administrator to request permission to visit and to arrange the best time for the visit. During the visit you will be seeking information using the "Question Form" on pp. 83-87 as a guide and by observing the services, if possible.

If you cannot visit the school as a group, you will be arranging through your resource person for a placement and follow-up specialist to visit with your group to discuss the placement and follow-up services. The placement and follow-up specialist should be a placement specialist. You may also wish to invite a school vocational administrator to meet with your group to discuss his/her role in regard to the services. During this discussion, you will be seeking information using the "Question Form," pp. 83-87, as a guide.

Your resource person will be serving as a moderator and/or observer as your group orally critiques the placement and follow-up services. The critique should be based upon the information that has been gathered. The critique should reflect a consideration for what has been learned about effective placement and follow-up services. Use the following questions to guide the critique:

- Do you feel the placement service was adequately serving students and community? Why or why not?
- What activities might the placement service have engaged in to expand and/or improve it's services?
- Did the school staff and administration appear to support the placement and follow-up services? Why or why not?
- Are the placement specialists easily accessible to students? Why or why not?
- Are adequate provisions made for self-evaluation and improvement of the placement services? Why or why not?
- Do the follow-up studies appear to be producing reliable, adequate results? Why or why not?

There is no formal feedback device for this activity. Therefore your competency will be evaluated by your resource person. He/she will evaluate your competency in evaluating placement and follow-up services based upon your observations and input into the group critique. If you are weak in any area, you and your resource person should meet to discuss what you can do to gain competency in the weak area(s).

Learning Experience IV

FINAL EXPERIENCE

While working in an actual administrative situation, establish a student placement service and coordinate follow-up studies.

Establish, or assist in the establishment of, a student placement service that will meet the characteristics and needs of students and the community. This will include:

- determining the goals and objectives of the placement service
- obtaining permission from top school administration and the school board to establish the placement service
- forming an ad hoc placement planning committee and a placement advisory committee
- hiring a placement staff
- working with school staff and administration, placement staff, and committee(s) to establish a functioning placement service
- working with school staff and administration, placement staff, and committee(s) to maintain and evaluate the placement service

NOTE: If you are not able to establish, or assist in the establishment of a student placement service because of the situation in your school, you may complete this module by assessing the procedures followed in establishing the placement service which already exists in your school. In this case, you will need to provide your resource person with evidence that you checked these procedures against the performance components listed in items 1-16, and identified any deficiencies.

continued

FINAL EXPERIENCE continued

As part of ongoing evaluation efforts, coordinate follow-up studies (individually, or as a member of a team). This will include:

- assigning responsibilities for organizing and conducting the follow-up studies
- developing a plan for conducting comprehensive and systematic follow-up studies
- overseeing the follow-up studies
- analyzing the follow-up data and making plans to use the data for program revision and development

NOTE: As you complete all of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

Arrange to have your resource person review your completed documentation.

Your total competency will be assessed by your resource person, using the "Administrator Performance Assessment Form," pp. 95-98. Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in establishing a placement service and coordinating follow-up studies.

Name _____

Date _____

Resource Person _____

Rate the administrator's level of performance on each of the following performance components involved in establishing a placement service and coordinating follow-up studies. Indicate the level of the administrator's accomplishment by placing an X in the appropriate column under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A column.

ADMINISTRATOR PERFORMANCE ASSESSMENT FORM

Establish a Student Placement Service and

Coordinate Follow-up Studies

Part I

NOTE: Before completing the form, check the box below which most closely describes the activities completed by the administrator for items 1-16.

☐ The administrator established or assisted in establishing a placement service.

☐ The administrator assessed the procedures used in establishing an existing placement service and identified any deficiencies.

In establishing the placement service:

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
1. support and approval was obtained from top school administration.....						
2. support was obtained from entire school staff.....						
3. student needs and characteristics were surveyed.....						

	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
4. community needs and characteristics were surveyed.....						
5. occupational, educational, and special needs referral information was gathered.						
6. any placement activities currently being conducted by teachers and other staff members were assessed.....						
7. approval of the school board for establishing a placement service was gained..						
8. an ad hoc placement planning committee was established.....						
9. goals and objectives of the placement service were defined based upon assessment data and input from planning committee.....						
10. placement specialists were hired based upon an appropriate student-specialist ratio.....						
11. a qualified placement specialist(s) was hired.....						
12. adequate physical facilities for the placement office were provided in or near the guidance office.....						
13. a placement advisory committee was established.....						
<u>In organizing activities to support the placement service</u>:						
14. a coordinated, on-going publicity plan was formulated.....						
15. orientation or pre-employment meetings were organized and conducted.....						
16. teachers and administrators were helped to incorporate supporting activities in the school program (e.g., career days, instruction in job-hunting skills).....						

	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
In evaluating and maintaining the placement service:						
17. students and employers were asked to evaluate the service shortly after placement.....						
The placement service evaluation included a consideration of the following:						
18. was the placement specialist(s) in the office on a scheduled basis.....						
19. was the specialist(s) easily accessible to students (e.g., available at nights, during vacations, and holidays).....						
20. was the specialist(s) maintaining constant and close contact with employers and agencies.....						
21. was the service meeting it's goals and objectives.....						
22. was current career information easily accessible to students.....						
23. were appropriate student records kept up to date and accessible.....						
24. did the placement service have any positive effect on students and curriculum improvement.....						
Part II						
The follow-up study was conducted based upon a plan which described:						
25. objectives for the follow-up study.....						
26. responsibilities of the following groups						
a. advisory committee.....						
b. students.....						

	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
c. teachers.....						
d. school administrators.....						
e. counselors.....						
f. placement specialists.....						
27. boundaries and limitations.....						
28. activities to be conducted and the time frame for the activities.....						
29. budget items and estimated costs.....						
30. reporting procedures.....						
When determining the best follow-up procedure(s) to use, the following were considered:						
a. amount and type of data needed.....						
b. sources of data.....						
c. amounts of time and money available.....						
d. amount of staff time available.....						
Based on the tabulated follow-up study data, the following steps were carried out to complete the follow-up process:						
31. recommendations were formulated.....						
32. findings and recommendations were communicated to appropriate groups.....						
33. recommendations were implemented.....						

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the administrator and the resource person should meet to determine what additional activities the administrator needs to complete in order to reach competency in the weak area(s).